DOCUMENT RESUME

ED 101 121 95 CE 002 867

AUTHOR	Kincaid, Harry V.; Rink, Dan L.
TITLE	Preliminary Three-Year Plan for Adult Basic Education Staff Development.
INSTITUTION	Stanford Research Inst., Menlo Park, Calif.
SPONS AGENCY	Office of Education (DHEW), Washington, D. C. Div. of Adult Basic Education.
REPORT NO	SRI-Proj-URU-1957
PUB DATE	Oct 72
GRANT	OEG-0-72-1436
NOTE	106p.
EDRS PRICE	MF-$0.76 HC-$5.70 PLUS POSTAGE
DESCRIPTORS	*Adult Basic Education; *Adult Education Programs; Federal Aid; *Improvement Programs; Needs; Program Budgeting; *Regional Planning; *Staff Improvement; State Programs; Teacher Improvement
IDENTIFIERS	Region 9

ABSTRACT

U. S. Office of Education funding has been provided to Region Nine for fiscal year 1973 for an Adult Basic Education (ABE) staff development effort, aimed at improving the delivery of adult education services to meet target population needs and Federal program goals through preservice and inservice training of personnel engaged in adult education programs. The three-year regional plan establishes and coordinates a program of regional staff development activities to complement the State and territorial activities. Problem areas and training needs identified are: individual and cultural diversity of ABE population, lack of ABE career orientation, teacher qualifications, student turnover, assessment of student programs, coordination, participation of colleges and universities, leadership growth and development, counseling, and regional diversity. Existing staff and staff development activities of the region are considered, and the regional plan is outlined in terms of goals, components and activities, resource, and budget. The remaining 60 pages contain the staff development plans for the States in Region Nine: Arizona, California, Hawaii, and Nevada. For each, an overview is provided, needs are discussed, and objectives are listed. Plans for remaining territories in the Region are being prepared. (AG)

STANFORD RESEARCH INSTITUTE
Menlo Park, California 94025 · U.S.A.

ED101121

October 1972

PRELIMINARY THREE-YEAR PLAN FOR ADULT BASIC EDUCATION STAFF DEVELOPMENT

By: HARRY V. KINCAID DAN L. RINK

Prepared for:

U.S. OFFICE OF EDUCATION
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D.C.

Grant No. OEG-0-72-1436

SRI Project URU-1957

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

CE 002 867

CONTENTS

LIST OF ILLUSTRATIONS v

LIST OF TABLES vii

GLOSSARY ix

I INTRODUCTION 1

II ABE PROBLEM AREAS AND STAFF DEVELOPMENT NEEDS 5

Individual and Cultural Diversity of ABE Population 5
Lack of Career Orientation in ABE 7
Qualifications of Teachers 7
Turnover of Students 7
Assessment of Student Progress 8
Coordination of Staff Development 8
Participation of Colleges and Universities 8
Leadership Growth and Development 8
Counseling 10
Regional Diversity 10

III EXISTING STAFF AND STAFF DEVELOPMENT ACTIVITIES OF THE STATES AND TERRITORIES 11

IV REGIONAL STAFF DEVELOPMENT PLAN 17

Introduction 17
Goals 17
Components and Associated Activities 18

V ORGANIZATION AND BUDGET 33

Organization 33
Budget 34

Appendix

A STAFF DEVELOPMENT PLAN: ARIZONA 39

B INTERIM STAFF DEVELOPMENT PLAN: CALIFORNIA 51

Appendix (continued)

C STAFF DEVELOPMENT PLAN: HAWAII 59

D STAFF DEVELOPMENT PLAN: NEVADA 89

ILLUSTRATIONS

C-1 Resources and Linkages--a Model. 66

C-2 Hawaii Plan for Adult Education Staff Development. 68

C-3 Component A--Staff Development Model. 69

C-4 Component B--University Course Work 71

C-5 Component C--Other Training Plans 75

C-6 Component X--Staff Development Model: Teacher Training. 84

TABLES

1	Racial Characteristics of ABE Students by State: FY 1971	6
2	Staff Development Activities--Region IX	9
3	Estimated Number of Employees (Including Part Time) in Major Classifications of State and Local Positions--Region IX	12
4	Staff Development Activities Tentatively Planned by the States and Territories for FY 1973 to 1975	13
5	Components and Associated Activities	19
6	Staff Development Components and Activities	20
7	Estimated Project Budget	36
8	Suggested Distribution of Funds	37
A-1	Local ABE Programs	43
A-2	Workshops	46
A-3	Arizona Resource Personnel	49
C-1	Projected Budget: Component A	72
C-2	Projected Budget: Component B	74
C-3	Projected Budget: Component C	79
C-4	Projected Budget: Component X	87
D-1	Objective No. 1	95
D-2	Objective No. 2	96
D-3	Objective No. 3	97
D-4	Objective No. 4	98
D-5	Objective No. 5	99
D-6	Objective No. 6	100
D-7	Objective No. 7	101

D-8 Objective No. 8 102
D-9 Objective No. 9 103
D-10 Objective No. 10. 104
D-11 Objective No. 11. 105

GLOSSARY

ABE	Adult basic education
AE	Adult education
AIR	American Institute for Research
DOE	Department of Education
ESL	English as a second language
FY 1973	Fiscal year 1972-73
GED	General Education Development
ILA	Individualized learning for adults
LEA	Local educational agency
PPB	Program planning and budgeting
SEA	State educational agency
SRI	Stanford Research Institute
TESOL	Teaching English as a second language
VISTA	Volunteers in Service to America

I INTRODUCTION

The U.S. Office of Education earmarked $234,000 for FY 1973 for an Adult Basic Education (ABE) staff development effort for Region IX (California, Arizona, Nevada, Hawaii, Guam, American Samoa, and the Trust Territory of the Pacific Islands). The same amount is tentatively earmarked for the two succeeding years. The staff development effort would aim primarily at improving the delivery of adult education (AE) services to meet the needs of the target population and to meet federal program goals through preservice and inservice training of AE teachers, paraprofessionals, supervisors, state staff members, and others engaged in AE programs.

Because of the complexity of ABE and the cultural diversity of the area, the region began by preparing a three-year Regional Staff Development Plan through a planning grant to Stanford Research Institute (SRI). This plan is described in this report. It was developed by SRI in cooperation with the state and territorial directors and the Regional Program Officer through personal interviews, correspondence, and special meetings of the state and territorial directors and representatives of educational institutions and research organizations.

The plan is based on an assessment of ABE problems and staff development needs of the region and is coordinated with the staff development plans and resources of the individual states and territories. The individual state staff development plans are attached as appendices to this report. (The plans for Guam, American Samoa, and the Trust Territory are being prepared at this time. They will be available from the Regional Program Officer.) The three-year regional plan--making up the body of this report--establishes and coordinates a program of regional staff development activities to complement the state and territorial activities in meeting the needs identified in the individual plans and in conference. The regional plan is phased over the anticipated three-year duration of Federal 309 funding.*

As agreed to by the Regional Program Officer and as stipulated in the agreement with SRI, this regional plan is a preliminary master plan.

---

*As authorized in Section 309 of the Adult Education Act of 1966.

The next version of the plan will be formulated after selection of a regional organization and a project director. A firm commitment to specific activities, including dates and cost--especially beyond the first year--must remain tentative contingent on the suitability and availability of appropriate training resources. Thus, planning must continue throughout the first year.

Since the purpose of the staff development activity is to lead to better serving overall ABE goals, a résumé of those goals is appropriate.

The legislation enabling Adult Basic Education programs is the Adult Education Act of 1966. The purpose of that Act is:

> ... to encourage and expand basic educational programs for adults to enable them to overcome English language limitations, to improve their basic education in preparation for occupational training and more profitable employment, and to become more productive and responsible citizens.

Subgoals that can be derived from the legislation include:

- Help eliminate inability to speak, read, and write English.
- Raise the general level of education.
- Eliminate dependency.
- Improve ability to benefit from job training.
- Increase opportunities for more productive and profitable jobs.
- Develop a better ability to meet adult responsibilities.

Persons eligible to participate in the ABE program as established in the legislation are those who are 16 or over and (1) do not have a secondary education certificate, (2) are not currently enrolled in school, and (3) whose inability to speak, read, or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability. Priority groups within the eligible population are those who are unemployed, who are socially dependent, who have less than an eighth grade education, or for whom English is a second language.

Within Region IX during FY 1971, ABE programs served approximately 74,970 students through 2,365 classes. A racial and ethnic group breakdown of the students indicates that 34,248 were White, 5,202 were Negro, 19,296 were Oriental, 540 were American Indian, and 15,695 were other

BEST COPY AVAILABLE

non-White. In the statistical reporting of race, Mexican-Americans were included under both the White and Other categories. Separate ethnic statistics indicate there are approximately 35,000 Spanish surname ABE students, the bulk of whom are in California. The number for whom Spanish is the native language is probably considerably less. Approximately 41 percent of all ABE students were males.

II ABE PROBLEM AREAS AND STAFF DEVELOPMENT NEEDS

The following problem areas and training needs, which are more or less common throughout the region, were identified through site visits, personal interviews, correspondence, and meetings of state and territorial ABE directors.

Individual and Cultural Diversity of ABE Population

Perhaps the central problem for ABE is adapting the program to accommodate the diverse needs, problems, aspirations, and abilities of the individual adult students. This individual diversity is compounded by the cultural diversity of the region. The region includes large numbers of Mexican-Americans and other Spanish speaking people, Indians, Orientals, and Pacific Islanders, as well as both urban and rural Whites and Negroes. Table 1 shows a breakdown of the racial characteristics of the students in the region. The adult student has pressures and obligations that often make it difficult or impossible to continue with formal education. These include having full time jobs, children at home, health problems, lack of transportation, and often low motivation because of the lack of tangible rewards.

These problems place a great demand on the teacher to understand and respect cultural diversity, to understand the psychology of the adult learner, to develop a program that can meet the wide variety of individual needs and aspirations, and to be sensitive to the problems and situations of individual students.

In addition to the foregoing problems, Region IX has specific educational needs among the target population. For example, the territorial students may need, in addition to basic skills, instruction in the operation of governments in developing areas. Recently arrived Chicanos in Arizona and Taiwanese in Guam may need ESL (English as a second language). Orientals in Hawaii may want to learn English in order to keep up with their westernized youngsters. Illiterate Blacks in southern California may need English for advancement in job training. Such diversity demands great flexibility from the ABE system.

Table 1

RACIAL CHARACTERISTICS OF ABE STUDENTS BY STATE: FY 1971*
(Numbers of Students)

	White	Negro	American Indian	Oriental	Other	Total
California	29,443	4,696	286	10,253	12,601	57,278
Hawaii	379	11	1	8,734	815	9,940
Arizona	3,871	306	211	121	37	4,546
Nevada	542	189	42	84	537	1,394
Guam	13	0	0	104	518	635
Trust Territory	0	0	0	0	804	804
American Samoa	0	0	0	0	383	383
Total	34,248	5,202	540	19,296	15,695	74,970

*In the statistical reporting of race, Mexican-Americans were included under both the White and Other categories. Separate ethnic statistics indicate there are approximately 35,000 Spanish surname ABE students. The number for whom Spanish is the native language is probably considerably less.

Source: Adult Basic Education Annual Program Reports for FY 1971.

Lack of Career Orientation in ABE

Ultimately the improvement of ABE staff performance will depend on the extent to which ABE becomes an attractive career opportunity. There are throughout the region very few career opportunities in ABE. However, the broader field of adult education provides many more opportunities. Thus, while there is a fairly high turnover in ABE personnel, the increasing opportunities in AE will serve to provide a substantial measure of career incentives.

With or without career opportunities, experience has shown that staff development can improve performance without all of the incentives of career potential. Therefore, emphasis should continue to be placed on providing the leadership at the state and supervisory levels to create motivation and to provide training and program continuity.

Qualifications of Teachers

Although most ABE teachers are certified in either elementary or secondary education, it is generally felt that successful teaching of ABE requires a set of skills specifically oriented to the characteristics and learning needs of the adult student population. These skills include ability to understand broad cultural and individual diversity, to understand the psychology of the adult learner, to design programs and curriculum more suited to adults, and to develop rapport with adults who are often insecure. Much more work needs to be done in identifying these required skills and in developing training programs to achieve them.

Turnover of Students

Region IX, along with ABE programs nationally, has a high rate of turnover of ABE enrollees. Evaluation of student turnover is complicated by the fact that many of the students have short term personal goals which they fulfill without meeting the duration or level of achievement goals of the program itself. However, there can be little doubt that many students drop out either because of lack of interest or disappointment with the program. A primary need, therefore, is to legitimize the short term goals of individual students. Another is to develop a better understanding of why students leave the program and of how the program could be made more valuable, rewarding, and interesting to the student. Another need is to develop a better understanding of the expectations and aspirations of the students. But ultimately, the task is to develop within the individual teachers a knowledge of capabilities and a sensitivity to the personal goals, aspirations, and expectations of the students.

Assessment of Student Progress

Assessment of student progress in ABE-type programs is difficult. There is a lack of measures that are accurate and practical. ABE students are often intimidated by attempts to measure progress. Yet, such measures are urgently needed in order to plan for more effective instructional approaches. There is likely to be a continuing demand for scores on standardized achievement tests in lieu of more appropriate measures.

Coordination of Staff Development

There are, as Table 2 shows, a large number of staff development activities and a large number of people involved. Preliminary evidence suggests a need for regional planning for a total staff development effort. This could serve to fill gaps, supplement areas of strength, and reduce unnecessary duplication. There seems to be a clear need for regional coordination to effect such mutual planning. Such coordination would also apply to a wide variety of ABE issues, including counseling, use of paraprofessionals and volunteers, and teaching methods and technology.

Participation of Colleges and Universities

There is uneven participation of institutions of higher education in ABE within the region. This situation is due in some cases to lack of interest or incentive on the part of people in higher education. In other cases, colleges and universities have disappointed ABE staff people with their performance. In still other cases, there is simply a lack of local higher education resources to devote to ABE. Continued improvement of the ABE staff will probably require close cooperation with colleges and universities. At the same time, this cooperation can serve to educate faculty members about the realities of actual ABE operations, hence improving the preservice and inservice training given by colleges and universities. Alternative means for effecting this cooperation need to be explored.

Leadership Growth and Development

It became obvious during the course of the planning project that ABE progress in Region IX will require continuing opportunities for ABE supervisory personnel to participate in a variety of staff development activities. These should include frequent regional conferences, visits to

BEST COPY AVAILABLE

Table 2

STAFF DEVELOPMENT ACTIVITIES--REGION IX
Fiscal Year 1971

	Number of Teacher Training Workshops		Number of Personnel That Received Preservice or Inservice Training		
	State	Local	National	State	Local
California	9	136	7	240	653
Hawaii		3	2		19
Arizona	5	17	64	269	652
Nevada	2	32	8	6	32
Guam	1		1	50	
Trust Territories			2	2	1
American Samoa	—	—	1	—	3
Total	17	188	85	567	1,360

Source: State and territorial annual reports.

exemplary ABE programs (both in and outside the region), and local seminars and workshops, with particular emphasis on the sharing of experiences.

Counseling

There is a region-wide need for upgrading the counseling function. This will require training carefully attuned to the diverse needs of the target population. Where full time counselors are not available, ABE teachers can be an effective means of providing this service.

Regional Diversity

One of the more outstanding aspects of Region IX is the fact that the three territories (Trust Territory of the Pacific Islands, Guam, and American Samoa) all have common needs: they are all geographically remote, they are all concerned primarily with problems of English as a second language, and some are hampered by problems of convenient student access to classroom facilities. All have problems of recruiting and retaining qualified teachers. While these are needs particularly associated with the three territories, there is also a great deal of overlap in the instructional and staff development problems with other states in the region.

III EXISTING STAFF AND STAFF DEVELOPMENT ACTIVITIES OF THE STATES AND TERRITORIES

The ABE staff in Region IX is shown in Table 3. Of the total 1,397 ABE teachers, most are part time, usually with elementary or secondary credentials and some inservice training in ABE through workshops and seminars. Most of the supervisory staff are full time, usually with some graduate preparation in adult education.

Current staff development activities in the Region are listed in Table 2. These activities consist primarily of national, state, and local teacher training workshops and seminars, supplemented by inservice, on-site training by state staff and local supervisors. College and university training in ABE is a significant factor, particularly in California. Other states use California resources.

In order to meet their training needs, the individual states and territories have planned a set of preliminary staff development activities for FY 1973 through FY 1975. These activities are summarized in Table 4. One must realize that these plans are subject to continuous review, particularly during the first year.

BEST COPY AVAILABLE

Table 3

ESTIMATED NUMBER OF EMPLOYEES (INCLUDING PART TIME)
IN MAJOR CLASSIFICATIONS OF STATE AND LOCAL POSITIONS--REGION IX

	Number of ABE Students FY 1971	Number of ABE Staff Members				
		ABE Teachers FY 1971	Supervisory Personnel FY 1971	ABE Counselors FY 1971	All Other ABE Staff	Total ABE Staff
California	57,278	827	99	91	399	1,416
Hawaii	9,940	306	12		7.5	325.5
Arizona	4,546	152	25.6*		93.5*	271.1
Nevada	1,394	44	11	5	10	70
Trust Territories	804	12	7.1		1	20.1
Guam	635	50*	25*	1	26*	102*
American Samoa	383	6	2	—	1*	9
Total	74,970	1,397	181.7	97	538	2,213.7

*Most employees are on a part time basis.

Source: Annual state and territorial reports.

Table 4

BEST COPY AVAILABLE

STAFF DEVELOPMENT ACTIVITIES TENTATIVELY PLANNED
BY THE STATES AND TERRITORIES FOR FY 1973 TO 1975

ABE Staff Development Activities	Expenditures FY 1973	FY 1974	FY 1975
California			
On-site visitations and conferences by state supportive staff with administrators and teachers*	$208,104	$208,104	$208,104
District and project level staff development activities†	--	--	--
Teacher training institutes on using the Reading Task Force curriculum material	12,000	12,000	--
Meetings of administrators regarding administrative procedures and requirements	18,000	18,000	--
College and university classroom instruction in ABE materials and methodology	--	40,000	--
Seminars to analyze amendments to Adult Education Act and the implications for curriculum development	--	--	8,000
Curriculum development in high school subject areas	--	--	10,000
Other ABE staff development activities	--	--	--
Total expenditures by California for ABE staff development	$238,104	$278,104	$226,104

*Subject to revision after detailed examination by State Department of Education.

†Has not been tabulated because of difficulty in getting data from local education agencies.

Table 4 (Continued)

ABE Staff Development Activities	Expenditures FY 1973	FY 1974	FY 1975
Arizona			
Five inservice teacher training miniworkshops	$ 2,000	$ 5,000	$ 8,000
On-site visitations by state ABE staff	35,000	35,000	35,000
Local project inservice training activities*	--	--	--
Other ABE staff development activities	--	--	--
Total expenditures by Arizona for ABE staff development	$ 37,000	$ 40,000	$ 43,000
Nevada			
Committed local staff development funds	3,075	3,075	3,075
State staff development activities by objective†			
1. Program planning, evaluation, and management systems workshops and seminar	4,186	--	--
2. Utilization of ILA curriculum materials--seminar	1,200	--	--
3. Workshops in developing and selecting curriculum for individual instruction based on diagnostic information	--	2,200	--
4. Workshop focused on teaching reading to adults	--	3,186	--

*Each local project is responsible for some inservice training, but budget figures are not compiled.

†Objectives 8, 9, 10, and 11, as identified in the state plan, are contingent on regional funding and are therefore listed under unmet needs.

Table 4 (Continued)

ABE Staff Development Activities	Expenditures FY 1973	FY 1974	FY 1975
Nevada (Cont'd)			
State staff development activities by objective (Cont'd)			
5. Workshops focused on assessing the wants, needs, interests, and aptitudes of students, and on proper placement	$ --	$ --	$ 2,500
6. Workshop on the identification and utilization of community resources	--	--	886
7. Workshop on career education and its relationship to ABE programs	--	--	2,000
Other ABE staff development activities	--	--	--
Total expenditures by Nevada for ABE staff development	$ 8,461	$ 8,461	$ 8,461
Hawaii			
Component A (professional staff training)			
General seminar	2,830	2,830	2,830
On-site visitations	--	2,975	--
Ongoing seminars	1,000	1,000	1,000
Component B (university coursework)	--	2,000	2,000
Component C (other training needs)			
DOE "B" credit workshops	3,250	6,500	6,500
State/district/school staff meetings	670	670	670
Other ABE staff development activities	500	525	3,500
Total expenditures by Hawaii for ABE staff development	$ 8,250	$ 16,500	$ 16,500

IV REGIONAL STAFF DEVELOPMENT PLAN

Introduction

The staff development plan for Region IX is described in this section. While the plan is detailed, it should be emphasized that it is preliminary. The early implementation phase will necessarily lead to revision based on actual experiences in the field.

The plan is organized on three levels, each of which builds on the next. The first level consists of a broad set of goals derived from the analysis of needs reported above. The second level consists of general components of a system of staff development. The third and most detailed level includes the specific staff development activities programmed over the three-year period of the plan. Each activity is matched, where possible, with an appropriate training resource.

Goals

The plan is based on these broad goals:

(1) Identify the priority problems that lend themselves to regional treatment, and arrange for staff development activities to solve those problems.

(2) Identify resources for staff development and facilitate their effective use in state and territorial and regional programs.

(3) Supplement or assist state and territorial agencies in their staff development plans.

(4) Encourage coordination of training programs of ABE, under P.L. 91-230, with those of other federal and state programs.

(5) Enlist the cooperation and participation of educational institutions and agencies that will result in strengthening the capability of institutions and agencies in the areas of preservice, inservice, and graduate education; research; consultant service; and program evaluation.

(6) Contribute to an increase in knowledge and understanding of the needs, problems, characteristics, abilities, and disabilities of the adult learner and the effective use of this knowledge by staff members.

(7) Foster development opportunities for all staff members, recognizing the need to increase and improve staff services to adults of various racial and ethnic backgrounds.

(8) Provide for the training of paraprofessional and volunteer staff members and promote the opportunities for their career development.

(9) Provide training in objectives and methods of program evaluation and assessment of student progress to increase program effectiveness to the adult students.

(10) Encourage and facilitate the dissemination and use of the findings of research and demonstration programs so as to improve the programs and improve the channels of communication among and between the members of state and local agency staffs; this will result in an improvement in staff performance.

These goals, as revised on the basis of early experience, will provide the basic charter of the three-year staff development effort, as well as the point of departure against which progress can be assessed. The goals also serve as a basis for deriving components and activities that, taken together, add up to a systematic program of staff development.

Components and Associated Activities

A tentative set of specific training activities to meet the program goals has been developed and organized under the program components shown in Table 5. However, the timing, scale, and cost of the individual activities, especially beyond the first year, must remain provisional until the availability and suitability of training resources can be adequately matched to each activity. In Table 6 the activities are described in tabular form; the first column describes the activity, the second describes the resources to be used, and the third gives the budget for the three-year period. This budget is summarized in Section V of this report.

Table 5

COMPONENTS AND ASSOCIATED ACTIVITIES

1 Planning and preparation for staff development

- 1.1 Survey of staff
- 1.2 Continuation of training
- 1.3 Workshop on funding beyond third year

2 Service to satisfy regional needs

- 2.1 Seminars and workshops
  - 2.1.1 Training master teachers
  - 2.1.2 Workshops at isolated sites
- 2.2 Consultant services--network of specialists
- 2.3 Training on fundamentals of measurement
- 2.4 Special population
  - 2.4.1 Research
  - 2.4.2 Cultural groups workshop
- 2.5 Dissemination
  - 2.5.1 Site visits
  - 2.5.2 Newsletter
- 2.6 Special meetings

3 Leadership to encourage staff participation in planning regional staff development--annual meetings

4 Leadership to encourage participation by universities

- 4.1 Seminar for university specialists
- 4.2 University initiated staff development activities

5 Technical assistance to state agencies

6 Coordination of ABE with other programs

Table 6

STAFF DEVELOPMENT COMPONENTS AND ACTIVITIES
(Components Underlined)

BEST COPY AVAILABLE

Component and Activity	Resource	Budget FY 1973	Budget FY 1974	Budget FY 1975
1 <u>Planning and Preparation for Staff Development</u>		$ 9,000		$ 9,000
1.1 Survey of ABE staff with particular attention to teaching personnel. Stress would be on defining priority needs and appropriate resources.	University survey research center (e.g., University of California at Berkeley, University of Hawaii).	9,000		
1.2 Continuation of training. All regional ABE staff, the R.P.O., and the Regional Organization will revise the plan as experience accumulates.	All regional ABE staff, the Regional Program Officer, and the Regional Organization.	Done as part of regular duties.		
1.3 Workshop for state directors of ABE to explore funding sources and priorities for the continuation of staff development beyond the 3rd year.	Regional Program Officer in conjunction with regular meetings under his auspices, primarily in 1974-75.			9,000

Table 6 (Continued)

BEST COPY AVAILABLE

Component and Activity	Resource	Budget FY 1973	Budget FY 1974	Budget FY 1975
2 Services to Satisfy Regional or Multistate Needs		$131,000	$115,000	$106,000
2.1 Seminars and workshops				
2.1.1 Training of master teachers. Inservice seminars for creating master teachers capable of outstanding performance in teaching and in training teachers. The aim would be to have at least one master teacher for each 10 ABE teachers, and in the case of Guam, American Samoa, and the Trust Territory, one master teacher each. Particular stress would be put on competency based on methods now being widely developed.	• SEA would identify master teacher candidates. • Functional training areas identified by regional organization (e.g., curricula, counseling, referral to community services, cultural and other problems, use of paraprofessionals and volunteers, ESL). • Specialists in each functional area recruited and organized into traveling miniworkshops and regional seminars.	32,000	32,000	32,000

Table 6 (Continued)

Component and Activity	Resource	Budget FY 1973	Budget FY 1974	Budget FY 1975
2 Continued				
2.1.2 Traveling miniworkshops for inservice teacher training at some of the more isolated sites throughout the region. These workshops would emphasize practical problems faced by the classroom teacher (e.g., approaches to adult education at early grade levels, cultural and racial issues, and the like).	The regional organization would identify the functional areas for which a strong demand existed. The regional organization, in cooperation with the SEA, would determine the sites to be visited and also identify experts to operate each workshop. Experts would come largely from SEA and LEA personnel.	$ 10,000	$ 10,000	$ 15,000
2.2 Consultant services. Create several networks of people organized to keep up-to-date in a specialized area. For example, a network might focus on the use of volunteers in ABE teaching. Region IX is now doing	The regional organization would organize the networks based on needs expressed by SEA and LEA personnel. The regional organization would also facilitate the networks' efforts in communicating ideas to the region at large. The expert consultants would be recruited from local activities showing exceptional promise.	5,000	5,000	5,000

Table 6 (Continued)

Component and Activity	Resource	Budget FY 1973	Budget FY 1974	Budget FY 1975
2 Continued				
pioneering work using volunteers. Specialists in this area could be used as a nucleus to keep the region at large informed.				
2.3 Training on fundamentals of diagnosis and achievement testing. There is a sound body of knowledge in this important field; but, the knowledge needs to be applied judiciously, particularly with adults, many of whom resist and resent testing.	The regional organization will retain one or two acknowledged experts to train SEA and LEA personnel on their own ground. These trainees might then provide the nucleus for a specialized network.	$ 9,000	$ 5,000	$ 9,000
2.4 Training for teaching and reaching special population groups.		35,000	45,000	25,000

Table 6 (Continued)

Component and Activity	Resource	Budget FY 1973	FY 1974	FY 1975
2 Continued				
2.4.1 Special study of Region IX eligible ABE population, focusing on cultural subgroups. The study would highlight the special problems of basic education for each subgroup. The report would highlight the similarities and differences of the subgroups. The study would include provision for dissemination.	The regional organization would arrange to purchase appropriate services. Candidates would be universities and profit and nonprofit research organizations.	$ 5,000	$ 10,000	$
2.4.2 Workshops and seminars for master teachers and selected other SEA and LEA personnel to explore problems of specific cultural groups. The specific groups would be identified in	The regional organization will identify the needed workshops and persons to run them. Resource organizations would include universities, SEAs, and LEAs.	30,000	35,000	25,000

Table 6 (Continued)

Component and Activity	Resource	Budget FY 1973	Budget FY 1974	Budget FY 1975
2 Continued				
2.4.1 above. It seems likely the group might fall together as follows: • Mexican-Americans in California and Arizona • American Indians in California, Nevada, and Arizona • Orientals in Hawaii, the U.S. Trust Territory, and California • Native populations in the U.S. Trust Territory The workshop would be conducted at the local level with particular attention to local problems.				

Table 6 (Continued)

Component and Activity	Resource	Budget FY 1973	Budget FY 1974	Budget FY 1975
2 Continued				
2.5 Dissemination of information with emphasis on promising ABE innovations in the region.		$ 10,000	$ 5,000	$ 5,000
2.5.1 Site visits. Visits to selected innovative sites by SEA and LEA personnel, particularly master teachers.	The regional organization would identify sites and determine interests of regional personnel. Priorities would be decided by state and territorial directors.	5,000	2,000	2,000
2.5.2 Monthly newsletter to all interested ABE personnel in the region. The newsletter would summarize events particularly important to staff development.	The regional organization would purchase the services of an appropriate agency to handle the newsletter.	5,000	3,000	3,000
2.6 Meetings for problem solving. Two special meetings would be convened to solve particularly pressing problems in the region. One would	The regional organization would screen candidate problems and manage the meetings.	20,000	13,000	15,000

Table 6 (Continued)

Component and Activity	Resource	Budget FY 1973	Budget FY 1974	Budget FY 1975
2 Continued be for the three mainland states and the other for Hawaii and the three Pacific Territories.				
3 Leadership to Encourage Regional Staff Initiative and Participation in Developing Plans for Meeting Regional Training Needs Periodic meetings of state and territorial directors to review progress and develop new initiatives in staff development. The regional organization will organize these meetings to encourage a regional approach by direct and frequent involvement of leadership personnel at state and territorial levels. The regional organization will plan these meetings so attendees	The resources will be the SEA leadership personnel. The regional organization will devote all necessary resources to create a feeling of regional leadership.	$ 15,000	$ 15,000	$ 15,000

Table 6 (Continued)

Component and Activity	Resource	Budget FY 1973	Budget FY 1974	Budget FY 1975
3 Continued can focus intensively on regional issues by preparing evaluative materials on plans and programs for review and criticism. The first meeting will be as soon as possible after approval of the plan. At that time, the ABE directors will review the proposed staff development activities and approve budgets. Subsequent meetings will be timed to coincide with other regional meetings. These will be to review progress on planned activities and modify the plan accordingly.				

Table 6 (Continued)

Component and Activity	Resource	Budget FY 1973	FY 1974	FY 1975
4 Leadership To Encourage Participation by Educational Institutions in Planning and Implementing Staff Development Activities		$ 15,000	$ 15,000	$ 15,000
4.1 Two-day seminar for college and university experts and specialists. If possible, this would be held in conjunction with the first meeting of state and territorial directors (see 3 above). Thus, SEA specialists could make presentations to university representatives. The major purpose is to develop initial awareness of ABE problems, goals, and resources. This will hopefully lead to more productive college and university participation.	College and university people would include: University of California at Los Angeles - Dr. Paul Sheats University of Southern California* University of California at Berkeley - Dr. Jack London California State University at San Francisco* University of Nevada* University of Hawaii - Dr. Charles Blatchford University of Guam* Community College of Samoa* Community College of Micronesia* Arizona State University - Dr. John L. Edwards	10,000	10,000	10,000

*Person to be named.

Table 6 (Continued)

Component and Activity	Resource	Budget FY 1973	Budget FY 1974	Budget FY 1975
4 Continued				
One of the products of this seminar will be university staff development activities.	SEA specialists would participate as needed in order to make university representatives aware of ABE problems. The regional organization would plan for and participate in the seminar.			
4.2 University initiated staff development activities. To be developed as noted in 4.1 above for the 2nd and 3rd year of the regional plan. Likely activities include: • Preservice training • Advanced study • Research • Consultation in evaluation • Conducting seminars and workshops.	Resources to be named later as a product of 4.1 above.	$ 5,000	$ 5,000	$ 5,000

Table 6 (Continued)

Component and Activity	Resource	Budget FY 1973	Budget FY 1974	Budget FY 1975
5 Technical Assistance to State Agencies in Implementing and Evaluating Staff Development Plans		$ 5,000	$ 5,000	$ 5,000
States and territories will need, from time to time, assistance in both the state activities and the regional activities in which they are participating. This assistance could include experts or specialists as follows: • Management by objective • ESL • Use of paraprofessionals and volunteers • Target population--analysis of and means of dealing with diverse needs and special problems (e.g., handicapped, aging) • Career planning • Coordination of ABE with other similar programs (e.g., Manpower Development Training Act) • Evaluation of program.	The regional organization will serve as the means of identifying SEA needs and of locating appropriate resources. Resources could include persons from SEAs, LEAs, colleges, universities, and profit and nonprofit organizations--within Region IX as well as outside the region.	5,000	5,000	5,000

Table 6 (Continued)

Component and Activity	Resource	Budget FY 1973	Budget FY 1974	Budget FY 1975
6 Leadership in Coordination of Programs with Those of Related Programs with ABE-Like Components		--	$ 9,000	$ 9,000
Experimental project to enhance effective coordination and cooperation of federal programs having ABE-like components. During the first year, several alternative experiments in teacher training would be identified.	The periodic meeting of state directors would consider this problem. Alternatives would be weighed. The regional organization would take the responsibility of identifying organizations to carry out the experiments. Candidates would include universities or research organizations.	--	9,000	9,000

V ORGANIZATION AND BUDGET

Organization

The regional plan is complex. It involves the U.S. Office of Education and its Region IX office, as well as SEAs, LEAs, and various other organizations. The goal of the plan is ambitious and innovative. This being the case, an effective organizational plan must be set up to implement the suggested components and activities.

The basic responsibility for implementation will rest with an organization to be selected from those listed on page 34. This Regional Organization will be looked to for vigorous leadership, creative planning, adaptiveness to a constantly shifting environment, and responsiveness to the many people and institutions involved in ABE in Region IX. The Regional Organization will select a Project Director who will, throughout the life of the project, be the person responsible for all aspects of the project. The success of the project will depend to a very large extent on the qualities of the Project Director and the support provided him by his organization.

While the Regional Organization is a critical element, the role of the states and territories is also extremely important. Their direct participation, commitment, and cooperation is essential if the three-year plan is to have desirable short and long term results. The staff development activities are, after all, in the name of improved services to the target populations residing in the states and territories. To ensure as much as possible the required participation, each state or territorial director of ABE (or equivalent) will be a member of an Advisory Committee, of which the Project Director will be Executive Secretary.

The Regional Program Officer will also be a member of the Advisory Committee. All concerned will look to him as the representative of the federal government. Also, his familiarity with the people involved and with ABE issues and problems will be of great importance to the project.

The Advisory Committee will have considerable opportunity for influencing the staff development plans and activities for the region. The Advisory Committee will first of all recommend their choice for the Regional Organization to the U.S. Office of Education and Region IX personnel. They will also create an administrative structure suitable for

the Regional Organization to follow. Finally, they will have ample opportunity, individually and collectively, to make their views known and to influence the amount and type of staff development activities undertaken on behalf of the region.

The Regional Organization and the Project Director will, following the guidelines of the Advisory Committee, have day-to-day responsibility for implementation and operation of the plan. This will be a difficult task, especially in the first year, because of the need for continuous revision of the plan as experience in the field dictates.

Three organizations have been selected for consideration as the Regional Organization. They are:

Far West Regional Laboratory
HumRRO (Human Resources Research Organization)
American Institute for Research (AIR)

These organizations are all located in the San Francisco Bay area, an important consideration since this is the location of Region IX headquarters. Each one has an interest in the project and in adult education, each has the required organizational backup and continuity, and each either has or could recruit a well qualified Project Director. Information on each organization is in the files of the Regional Program Officer.

As discussions with these organizations proceeded questions about the allowable indirect costs arose. At the time this report was written two of the organization (HumRRO and AIR) had decided they would not be candidates because of this fiscal problem. Far West appears, on the basis of negotiations with the Regional Program Officer, to be willing and able to qualify. Since Far West has the necessary qualifications, they are the obvious choice for the regional organization.

Budget

For FY 1973, $234,000 of Federal 309 money has been earmarked for Region IX to develop a three-year Regional Staff Development Plan and to fund the first year of operation of the Regional Staff Development Project. Region IX chose the option of developing a planning proposal--for which $29,000 was allocated--leaving $205,000 earmarked for the first year of the Staff Development Project. This money will be made available to the project on approval of the three-year plan and

on the provision of matching funds by the states. For planning purposes, it is assumed that $234,000 of Federal 309 money will be earmarked for the Region IX Project in FY 1974 and FY 1975 if the states continue to meet the matching requirements and the overall guidelines. The matching requirements of Federal 309 to "other" funding are:

Year	Ratio of Federal to Other Funding
FY 1973	2:1
FY 1974	1:1
FY 1975	1:2

The project must be supported entirely by other than Federal 309 funding after its third year.

An estimated budget for the project for the first three years is outlined in Table 7.

Table 8 presents a suggested distribution of state and territorial matching obligations based on distribution of the FY 1972 allotment.

Table 7

BEST COPY AVAILABLE

ESTIMATED PROJECT BUDGET

Components and Activities	Budget FY 1973	FY 1974	FY 1975
1 Planning and preparation for staff development			
1.1 Survey of staff	$ 9,000	$	$
1.2 Continuation of training			
1.3 Workshop on funding beyond 3rd year			9,000
2 Service to satisfy regional needs			
2.1 Seminars and workshops			
2.1.1 Training master teachers	32,000	32,000	32,000
2.1.2 Workshops at isolated sites	10,000	10,000	15,000
2.2 Consultant services--network of specialists	5,000	5,000	5,000
2.3 Training on fundamentals of measurement	9,000	5,000	9,000
2.4 Special population			
2.4.1 Research	5,000	10,000	
2.4.2 Cultural groups workshop	30,000	35,000	25,000
2.5 Dissemination			
2.5.1 Site visits	5,000	2,000	2,000
2.5.2 Newsletter	5,000	3,000	3,000
2.6 Special meetings	20,000	13,000	15,000
3 Leadership to encourage staff participation in planning regional staff development--annual meetings	15,000	15,000	15,000
4 Leadership to encourage participation by universities			
4.1 Seminar for university specialists	10,000	10,000	10,000
4.2 University initiated staff development activities	5,000	5,000	5,000
5 Technical assistance to state agencies	5,000	5,000	5,000
6 Coordination of ABE with other programs--experimental coordination projects		9,000	9,000
Regional Organization	40,000	75,000	75,000
Total	$205,000	$234,000	$234,000

Table 8

BEST COPY AVAILABLE

SUGGESTED DISTRIBUTION OF MATCHING OBLIGATIONS

	First Year	Second Year	Third Year*
Arizona	$ 12,500	$ 25,000	$ 50,000
California	84,250	168,500	337,000
Hawaii	8,250	16,500	33,000
Nevada	5,000	10,000	15,000
American Samoa	1,250	2,500	5,000
Guam	2,500	5,000	10,000
Trust Territory	3,250	6,500	13,000
	$117,000	$234,000	$468,000

Appendix A

STAFF DEVELOPMENT PLAN: ARIZONA

This document has been submitted with the understanding that constant planning and evaluation will be perpetuated and that from time to time additional items will be added and deleted. This is particularly true for the initial years.

Mr. Jack Dillard, Field Consultant, is the State Department of Education, Adult Education Division, representative for implementation and planning of this document.

Appendix A

STAFF DEVELOPMENT PLAN: ARIZONA

Introduction

Arizona's Adult Basic Education program is in its infancy, having begun in 1966, and as the public schools do not have adult education departments it is necessary for the State Department of Education, Adult Education Division, to administer the program statewide.

The prime consideration in designing any staff development plan is to meet the needs of the people to be served. Arizona has an estimated 333,349 persons with Spanish surnames, 95,812 Indians, and 53,334 Blacks. These racial and cultural minorities provide the challenge that must be met. Each project must have a trained staff and develop a comprehensive program encompassing those skills deemed essential for enjoying the good life.

With 6,000 students enrolled in 190 classes and eight Learning Centers, staffing is a problem. As most of the classes are held at night there are only a few full-time teaching assignments. For the most part the teaching staff is made up of public school teachers and interested local citizens, many of whom serve without pay. The levels of training and experience found among these people reach the two extremes, i.e., some have no training or teaching experience and others have advanced degrees and years of experience. Approximately $400,000, all federal money, has been the total annual allocation for the entire program. With an undereducated population of 372,222 people with less than a twelfth grade education, of which 212,698 have less than an eighth grade education, there has not been enough money to satisfy the basic needs of the program and do the inservice training so desperately needed.

With only three percent of the target population enrolled in adult basic education classes, it is quite obvious the program has not reached its potential. The anxieties and feelings of inferiority within the disadvantaged adult student and his unpleasant memories of his childhood education are formidable obstacles to many prospective students. The adult is not required by law to attend school and few of the teachers have had any experience recruiting students. Until the teachers are

trained and an intensive recruiting program is initiated, the efficiency and effectiveness of the program cannot be expected to show much improvement.

For budgetary considerations, counsellors are not employed by the ABE Projects in Arizona. The teachers are expected to do this also, but many lack the training needed to be effective.

The State Adult Education Division is responsible for:

(1) Program development

(2) Curriculum development

(3) Budgeting

(4) Inservice training

(5) Project monitoring

The local ABE programs are shown in Table A-1.

Needs for Staff Development

Teachers and paraprofessionals in the State program vary with formal adult basic education training and teaching experience, from very little to a great deal. Many of these people are unpaid volunteers. Their desire to serve and the empathy they have for the students enables them to develop a rapport which is of unquestionable value to any adult education program. There is a high rate of turnover among these volunteers, however, which creates a situation calling for a continuous program of basic training, as well as specialized instruction for the more permanent staff members.

The state universities do not, at this time, have teacher training programs in Adult Basic Education. They are being encouraged to initiate such programs, but until that becomes a reality our pressing needs must be met by local project personnel and the state Adult Education Division staff. Inasmuch as most local projects do not have full-time staff members most of the training must be done by the State Department personnel. Due to limited staffing only the most salient problems receive attention.

The University of Arizona will, during FY 1973, organize and administer Adult Basic Education classes on an experimental basis. It is hoped that from this beginning will emerge an increasing interest in Adult Basic Education, and in the near future training for Adult Basic Education

Table A-1

LOCAL ABE PROGRAMS

	Classes	Learning Centers	Students
County units			
Pima County (Tucson)	24	3	2,701
Pinal County (Coolidge)	11	1	604
Other local projects			
Douglas	5		243
Bisbee	2		42
Flagstaff	2		49
Miami	2		28
Safford	1		15
Phoenix Union High School	8	1	922
Wilson School District (Phoenix)	3		100
Glendale	1	1	261
Dysart	1		88
Tempe High School	2		91
Tolleson	2		57
Chandler	4		74
Mesa	5		162
Arizona State Hospital		1	58
Nogales	5		158
Yuma	8		203
University of Arizona		1	60
Somerton	2		40
Tempe Elementary Schools	2		40
Gadsden	2		40
Total	92	8	6,036

teachers will be accorded a place in the curricula of all our teacher training institutions.

The consultants within the Adult Education Division of the Arizona Department of Education, with the assistance of local project personnel and other local talent, will conduct five miniworkshops that will deal primarily with the basic classroom and curriculum details, with major emphasis on English as a second language.

If the teaching staff within the state can be developed to a degree of competence that is standard at least for Arizona, we could then give special attention to developing the skills of special lead teachers and project coordinators.

It would be desirable if both processes could be developed simultaneously. With our current problems of staffing and financing this is little more than wishful thinking, however. If an outside source such as a regional program could be developed, then both staff development plans could be implemented without delay.

The only full-time Adult Basic Education teachers are presently employed by the Learning Centers. It would be advantageous to have full-time personnel in all projects to better coordinate the function of the project, to recruit students, and to provide counselling services. The additional funding needed for these services is not available at this time.

Objectives

There are two primary objectives:

(1) Raise the achievement level of adult students by improving instructional leadership.

(2) Provide inservice training for teachers, with specific emphasis being given to the following areas:

Counselling
Recruiting
Retention
Use of paraprofessionals.

Program Activities

Each project is expected to have a local, on-going, program of inservice training in order to remedy situations peculiar to that project, and to prepare teachers to fill vacancies that normally occur. Plans for these programs will be submitted to the state office.

The State Adult Education Division staff makes monitoring visits to the classes of the various projects as often as time permits. Any problems observed by the consultant or raised by the teacher during such visits may be resolved on site.

During FY 1973, five inservice teacher training miniworkshops will be conducted in state, on a Friday night and/or Saturday basis, in five specific geographical locations in order to get as near total staff participation as possible. These workshops will be conducted by the state office and assisted by others chosen for their expertise in particular fields. Teachers from other programs will be invited if room is available. An organization description of the workshops, with specific dates to be announced later is given in Table A-2. These workshops will be repeated annually. The curriculum may vary from year to year, however, depending on the needs and interests of the teachers.

In some instances the local project has the expertise, or the talent, within its staff to facilitate an outstanding inservice training program. Such is the case with Pima County, for example. As a result of this Regional Teacher Training Project we anticipate other projects will have staff members capable of conducting noteworthy inservice training programs.

As a participant in this Regional Teacher Training Project, Arizona will expend at least $12,500 the first year, $25,000 the second year, and $50,000 the third year. The expenditures for succeeding years will depend on funds available.

Unmet Needs

Unmet needs are listed below.

FY 1973

(1) A three-day seminar of state consultants, project supervisors, and teachers sponsored by the Regional Teacher Training Project to provide leadership training needed

Table A-2

WORKSHOPS

Participants	Location	Curriculum	Estimated Number of Participants
Pinal County	Sacaton	Problems in teaching the undereducated adult, and recruiting-retention	25
Bisbee Douglas Safford Nogales	Douglas	English as a second language and the fundamentals of citizenship	15
Yuma Somerton	Yuma	Counseling the adult student, and recruiting-retention	15
Chandler Mesa State Hospital Tempe Wilson	Tempe	Individualized instruction, using paraprofessionals effectively	20
Dysart Flagstaff Glendale Kingman Phoenix Union Tolleson	Glendale	Recruiting-retention and individualized instruction	30

for local projects and resource people for the five Arizona inservice workshops.

(2) A three-day workshop for ten teachers from state projects to be held at Stanford Research Institute or other selected site, with specific emphasis being given to (1) recruiting-retention and (2) teaching the undereducated adult.

(3) A monthly newsletter from the Regional Teacher Training Project to state projects with helpful hints and suggested classroom activities.

FY 1974

(1) Five one-day teacher training workshops conducted in Arizona by the Regional Teacher Training Project with primary concern being given to counselling the undereducated adult

(2) The Regional Teacher Training Project will suggest an exemplary project and handle the arrangements for a visit by the state consultant. If it is determined by the state consultant that the project visited has problems similar to those in Arizona and is resolving them satisfactorily, then the Regional Teacher Training Project will arrange a visit to that project for the ten teachers who participated in the Stanford Research Institute workshop.

(3) The monthly newsletter from the Regional Teacher Training Project to continue.

FY 1975

(1) The Regional Teacher Training Project will arrange for a second group of ten teachers to visit an outstanding project.

(2) The Regional Teacher Training Project will assist the state office staff in visiting and evaluating state projects, assessing results of previous activities, and formulating plans for further training.

(3) The Regional Teacher Training Project to continue the newsletter.

FY 1976 Projected

The effectiveness of the last three years should be evidenced by the quality of education being offered the adult basic education student. With a continuation of state and federal support, most inservice training can be handled locally with only a minimum of regional assistance.

Personnel

Resource personnel are listed in Table A-3.

BEST COPY AVAILABLE

Table A-3

ARIZONA RESOURCE PERSONNEL

Name	Current Position	Area of Specialization
Jack Dillard 11 East Geneva Tempe, Arizona	Field Consultant Arizona Dept. of Education	Institutional ABE
Carl Beisecker 4036 W. Hayward Ave. Phoenix, Arizona	Field Consultant Arizona Dept. of Education	Math and GED
Mr. Ed Lindsay 7061 Opatas Place Tucson, Arizona	Project Director Pima County ABE	Coordination of community resources
Mrs. Shirley Heymann 4635 North 22nd St. Phoenix, Arizona	Project Coordinator Phoenix Union Project	Promotional activities
Mrs. Wynn Wright 6531 N. 16th Drive Phoenix, Arizona	Early Childhood Consultant Washington School District	Recruitment and curriculum
Larry Ockenfels 1006 E. Palmcroft Dr. Tempe, Arizona	Teacher-Supervisor Phoenix Union Learning Center	Learning center activities
Betty Trzcinski 1816 W. Avalon Dr. Phoenix, Arizona	Teacher Machan School Project	ESL for students speaking different languages within a class
Jerome King 825 East 8th St. Tucson, Arizona	Teacher Tucson Learning Center	GED
Marcia Willson 155 N. Main Ave. Tucson, Arizona	Teacher-VISTA Supervisor Tucson Learning Center	Utilization of VISTA volunteers
Mary Ann Sawyer 3636 N. Caballero Tucson, Arizona	Teacher Tucson Learning Center	ABE curriculum development
Roby Craibe 1027 E. Fairmount Ave Phoenix, Arizona	Teacher Phoenix Union Learning Center	ESL and volunteers
Barbara Lindsey 1404 East Adams Tucson, Arizona	Teacher Pima College	ESL
Maxine Bush 908 E. Carson Rd. Phoenix, Arizona	Teacher Phoenix Union Project	Management within a class

BEST COPY AVAILABLE

Table A-3 (concluded)

Name	Current Position	Area of Specialization
Bill Hooks 10 N. 3rd Ave. Phoenix, Arizona	Educational Director LEAP	Human relations working with minorities
Bill Briscoe 4910 E. Timrod Tucson, Arizona	University Professor University of Arizona	General adult education
Lester Perril 918 E. Laguna Dr. Tempe, Arizona	University Professor Arizona State University	General adult Education
Charles Ruetten 27 W. Roosevelt Phoenix, Arizona	Director Private learning center	Operating a private learning center

Appendix B

INTERIM STAFF DEVELOPMENT PLAN: CALIFORNIA

INTERIM STAFF DEVELOPMENT PLAN: CALIFORNIA

Introduction

The Public Law 91-230-connected Adult Basic Education program in California is a program of mass education involving maximum input of state and local financial effort. It is carried out within the framework of school district organization in the state, which recognizes adult education as an integral part of the educational system. Such adult programs in the state have obtained substantial state financial support since the turn of this century.

It is the stated philosophy of the Legislature and the State Board of Education that continuing education services shall be available to all of those in need of them in all parts of the state. Adult Basic Education projects are approved on a categorical-aid/competitive basis and are required at this time to include in the budgets the state apportionment income to be derived from the attendance of students. Although the combined state, local, and federal funds available are not sufficient to provide for individual instruction, they are clearly sufficient to provide for individualization of instruction within a group situation.

Because of the unique stature of adult education in California relative to the national status of adult education at this time, our needs and perceptions with regard to necessary staff development are unique. Virtually all the major teacher training institutions in the state provide some instruction to actual or potential teachers and administrators in the field of adult education. Although we support the concept of governmental support for teacher preparation and inservice training and development, we believe that preservice teacher training is primarily a responsibility of the individual. Further, because of the relatively high salaries paid both teachers and administrators, we believe that advanced academic training for personal and professional improvement is also primarily an individual rather than a state responsiblity.

On the other hand, the specific requirements of the federally-connected program with regard to meeting the needs of the defined target populations are sufficiently different from requirements in state law that practitioners, to be successful, need assistance with regard to defining their roles as teacher or administrator in this particular system, with regard to the most efficient instructional methods and materials,

and with regard to desirable and essential counseling services. Yet another population involved in the teaching program--the sub-professionals, commonly employed as teacher aides--must be provided training specific to the needs of the local situation.

As noted above, the Adult Basic Education program is carried on as an integral part of the state education system, the organization of which is outlined in the California State Plan for Adult Basic Education.

Needs for Staff Development

The California ABE instructional program addresses itself to two target populations: the non-English-speaking adult mainly of a Mexican-American background, and the illiterate native-born American--primarily a Black American in an urban setting. The needs of these two groups from a socioeconomic and educational viewpoint need no amplification in this report. It is sufficient to say that increasing the employability of this under-educated population is a prime goal of the program, that enabling such students to obtain that education essential to effective social participation including effective family living is also a prime goal, and that motivating the students to continue education beyond that which is basic is a third prime goal. All of these objectives are related to the social and economic needs of the target population.

With this as the responsibility of the program teachers and administrators with regard to the students, it is essential that a target population of professional personnel be defined for purposes of staff development. It is our practice and intent to provide state supportive, consultive services to all teachers and administrators in all participating districts as needed to ensure the effectiveness of the program.

Resources available to meet staff development needs in the state include state supportive staff budgeted under Public Law 91-230 funds for such purposes. The FY 1973 budget includes $208,104 allotted to such activities. At the district level, all projects are budgeted for staff administrative assistance and the grand total of such budgeted funds can be developed upon request, although it would be difficult to determine the exact amount of time devoted by the district administrator to staff development exclusively. The larger districts (San Francisco, San Diego, and Los Angeles) employ full-time supervisors of basic education instruction with staff assistants, and conduct extensive inservice training programs for classroom teachers.

An analysis of recent program data indicates that the following problem areas merit further attention from the viewpoint of staff development and training:

- The development and training in the use of materials of instruction in reading for adult English-speaking illiterates.
- Continuation of inservice training programs for teachers in the "English as a Second Language" program, with a particular emphasis on relating such instruction to vocational outcomes.
- Provision of additional training for adult school counselors with regard to factors that result in poor retention of students in the instructional program.
- Development of procedures and the training of district personnel with regard to implementation of such procedures to conduct adequate follow-up studies on completers and non completers of the instructional program.
- Development and carrying out of inservice training programs to ensure better articulation with other programs in adult education in the state.

Objectives

The objectives of the staff development program in this state to be conducted during FY 1973 and 1974 are as follows:

- Ensure that all participating districts reexamine student retention factors and take steps to increase the holding power of the program in a measurable fashion.
- Bring about a further reexamination of each elementary subject curriculum so that participating districts will emphasize reading instruction and design the program for measurable student achievement.
- Motivate instructional staff in both ESL and elementary subjects to examine currently available materials of instruction, assess the effectiveness of materials currently in use, and make changes to improve the program.

It is anticipated that during FY 1975 the Adult Education Act program in this state will begin to expand into the high school curriculum area. As a result of that significant change in the program, the following objective will be added, although the three listed above will remain as continuing objectives:

- Ensure that all participating districts reexamine the high school diploma program from the viewpoint of the specific requirements of the Adult Education Act as it exists at that time.

Program Activities

Specific activities contemplated are:

- Conduct two teacher-training institutes in adult basic education (Elementary Subjects, Reading) of three days each (100 persons attending each institute). Resource persons and materials will be part of the total budgeted expense. Teachers will be provided travel reimbursement, room, and board. The specific instruction given will relate to the utilization of curriculum materials developed during FY 1972 by ABE staff members assigned to the California State Department of Education Reading Task Force. The estimated direct cost of this program will be $12,000 each year, exclusive of staff salaries (FY 1973 and 1974).

- Conduct four meetings (two days each) during the course of the year to provide inservice training regarding administrative procedures and requirements to an estimated 90 project administrators in attendance at each meeting. The estimated cost to the program will be $18,000 each year to cover transportation and per diem of participants, this sum to be paid out of approved project budgets and exclusive of staff salaries (FY 1973 and 1974).

- On-site visits and conferences by state consultive staff with classroom teachers and administrators, such meetings to involve all administrators and at least 50 percent of the teaching staff. The purpose of these visits is to monitor the program and, as well, provide necessary supportive services to participating district personnel (FY 1973, 1974 and 1975). An estimated $204,104 per year is allocated for this activity.

- Provide, through contracts to be negotiated with appropriate universities and colleges, formal classroom instruction in adult basic education methodology and materials of instruction, such

programs to be available in all parts of the state at no cost to the participating teacher. This plan is tentative as of this date, but if implemented, will cost an estimated $40,000 (FY 1974).

During FY 1975 the meetings of administrators will continue as an ongoing activity and, as well, the on-site visits and conferences by state consultive staff will continue. In addition to these specific activities, it is anticipated that the following will be provided:

- Conduct seminars in four geographic areas within the state, each such seminar planned for a period of three days and to involve the attendance of 25-50 teachers and administrators. A total of 150 persons will receive training at these meetings. The purpose of the meetings will be to analyze the requirements of amendments to the Adult Education Act with regard to the better implementation of programs for adults leading to the high school diploma. Total cost of these meetings, exclusive of staff salaries, is estimated at $8,000.

- Establish a Curriculum Committee to prepare materials for distribution statewide concerning suggested curriculum in the high school subjects' area, the committee to consist of ten administrators and teachers who are recognized authorities in the field. This committee or task force will meet as needed to accomplish its objectives. Estimated cost including publication, $10,000.

Suggestions for Regional Staff Development Activities

The following activities are suggested:

- All teachers dealing with significant numbers of minority group students should have the opportunity for specialized training with regard to cultural differences and the implications for the learning process.

- Counselors in the program require additional professional training in order to cope more effectively with the particular problems of an illiterate adult population. Practical seminars should be provided with such meetings conducted by trained specialists in the field to discuss, analyze, and make recommendations with regard to further action.

- The coordination of educational programs and of the activities designed to bring about the betterment of conditions for the

least educated is by no means perfected. Seminars should be conducted involving adult educators and representatives of other programs to compare and analyze program activities so that the most effective utilization of funds currently being expended for such services will be assured.

The exchange of information with regard to successes in adult education in other states and territories in the region is not yet effective. A system for the exchange of such information should be established and such a system might well involve a regional meeting of selected staff to review program results.

Plan of Evaluation

Each activity conducted by the state will be evaluated at the time it takes place by reference to criterion-referenced objectives of the training, and later by follow-up to determine what, if any, changes have taken place with regard to the personnel affected by the training program. In addition to this and as a part of the continuing evaluation of the program, a comparison will be made year-to-year, based on the testing program, to determine if normative test achievement shows progression in the program. It must be assumed that such a progression in test achievement is directly or indirectly related to the increasing competence of staff members.

Appendix C

STAFF DEVELOPMENT PLAN: HAWAII
(Fiscal Years 1973, 1974, and 1975)

Adult Education Section
Special Programs Branch
Office of Instructional Services
Department of Education

Appendix C

STAFF DEVELOPMENT PLAN: HAWAII
(Fiscal Years 1973, 1974, and 1975)

Introduction

Training programs for adult education personnel have mushroomed throughout the nation within the past few years, but little has been done in the development of such training in terms of long-range growth and follow-up of participants. Much of the training has been of short duration, hastily planned and funded on a year-to-year basis. It has been generally lacking in continuity. A more systematic, long-range plan is needed. The plan should provide for the training of a continuous influx of new, part-time teachers as well as for the continuous upgrading of those already in service. A systematic, ongoing training program of this kind is vital if we wish to improve the quality of instruction in our schools. It is also economically sound to increase the skill and effectiveness of our teaching staff to the highest degree feasible.

At the end of the proposed three-year program, a conservative estimate is that at least 200 adult education personnel--administrators, support staff, and teachers--will have participated in some form of staff development. Hopefully, this cadre of trained staff will have a profound effect on the quality of adult education in Hawaii.

Philosophy of Adult Basic Education

The foundation of Adult Basic Education in Hawaii is faith in all people of all ages to be able to see themselves and their society more clearly, to think about their problems more critically, and to cope with them more intelligently and creatively. Learning is a highly individual, continuous, and lifelong process.

A major aim of ABE is to provide basic, remedial, and continuing educational opportunities for adults throughout the state in such areas as:

- English language skills
- Civic, family life, health, and safety education

- Economic and social competencies including the improvement of employment opportunities
- Cultural, leisure time, and retirement activities.

This staff development plan is an attempt to provide the best possible training for adult education personnel at all levels to assure the best possible instructional program for adults. To the extent feasible, all the efforts of the Plan will be devoted toward the overall improvement of instructional and support services for adults and the assessment of planned outcomes.

General Organization of ABE in the State

Hawaii's centralized school system is administered directly by seven district superintendents who are responsible to a State Superintendent and a single Board of Education. The Adult Basic Education Program is organized and administered on a similar basis.

The state Adult Education Section, housed in the Office of Instructional Services, has primary responsibility for:

- Program planning and development
- Budgeting
- Linkages with other federal, state, local, and private agencies
- Curriculum development
- Inservice training
- Coordination and submission of reports.

The Adult Education Section is staffed by:

- One administrator (state funded)
- Three program specialists (one ABE funded; one General Adult Education, state funded; one Civil Defense, federal funded)
- One curriculum specialist (ABE funded)
- Five classified positions (one account clerk; three stenos, including one ABE funded; one bookstore clerk)
- One part-time high school student helper.

The local ABE programs are administered by eleven Community Schools for Adults under the jurisdiction of the seven school districts. They include:

Hawaii District (Hawaii County)*

Hilo Community School--principal, steno (1/2 time)
Kona Community School--principal, steno (1/2 time)

Maui District (Maui County)

Maui Community School--curriculum specialist and steno

Located at the Maui District Office. The curriculum specialists' functions are similar to those of a principal, in addition to district responsibilities. Responsible for programs on Maui, Molokai, and Lanai.

Kauai District (Kauai County)

Kauai Community School--curriculum specialist and steno

The curriculum specialist's functions are similar to those of a principal, in addition to district responsibilities. Responsible for programs on Kauai and Niihau.

Central District (City and County of Honolulu)*

Aiea Community School--principal and steno
Wahiawa Community School--principal, vice-principal, and steno

Honolulu District (City and County of Honolulu)*

Farrington Community School--principal, vice-principal, registrar, and steno

Kaimuki Community School--principal, registrar, steno, and clerk

McKinley Community School--principal, vice-principal, registrar, steno, and clerk

Leeward District (City and County of Honolulu)*

Waipahu Community School--principal, registrar, and steno

Windward District (City and County of Honolulu)*

Kailua Community School--principal, registrar, and steno

---

*No full-time district personnel assigned to adult education.

Based on current services (1971-72), the operational plans for the total adult education program include:

Eleven community schools for adults

Seven in Oahu, two in Hawaii, one in Maui, one in Kauai (a total of 175 satellite centers).

One and one-half instructional staff members

One full-time and one half-time, plus 824 part-time teachers, including 459 part-time ABE teachers.

Forty-one noninstructional staff members

Thirty-nine full-time, two half-time. (This includes fourteen full-time ABE funded positions.)

An adult enrollment of 43,987 in 2,471 classes, including 13,996 ABE enrollment (11,086 unduplicated) in 777 classes.

General Objectives

The instructional activities and learning experiences of this three-year staff development plan are intended to help approximately 300 adult education personnel toward:

- Developing an awareness of the role of adult education in relation to the other levels of education and life goals in general.
- Improving staff competency in the following:
  - Understanding the characteristics of the adult learner and the implication for learning.
  - Relevancy and effectiveness of instruction for adults.
  - Selection and use of appropriate instructional materials.
  - Assessment of instruction through the use of performance-based objectives, inventories, tests, and other measures.
  - Guidance and counseling.
- Developing curriculum outlines and teaching aids in such areas as:
  - TESOL
  - Reading
  - Consumer education

- Drug education
- Career education
- Individualized instruction

Current Resources

Four primary resources for training that are available are the Department of Education, the University of Hawaii, the Community College System, and private colleges. Their roles include the following.

- The Department of Education:

  Develop and follow-up on Staff Development Plan

  Coordinate inputs and participation by all agencies

  Promote training programs and recruit participants

  Monitor and evaluate programs as needed.

- The University of Hawaii, the Community College System, and private colleges:

  Develop and submit proposals for funding as needed

  Administer training

  Provide consultation services

  Promote and publicize specific training programs

  Account for funding

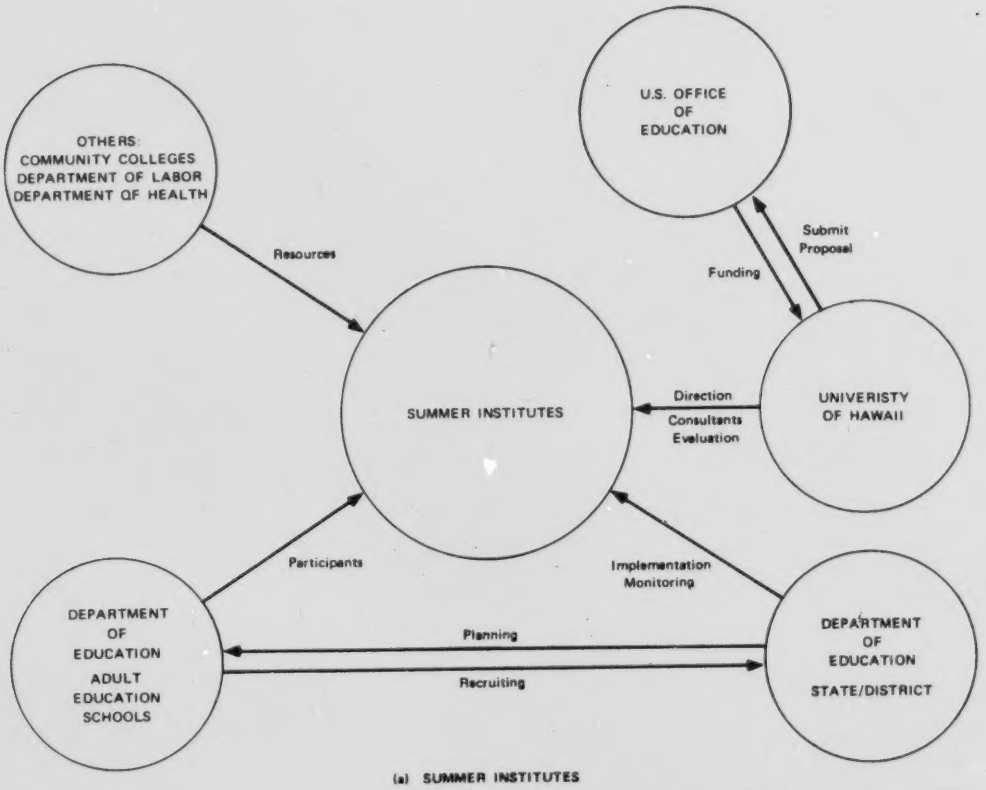
  Submit reports

  Conduct follow-up and evaluation activities.

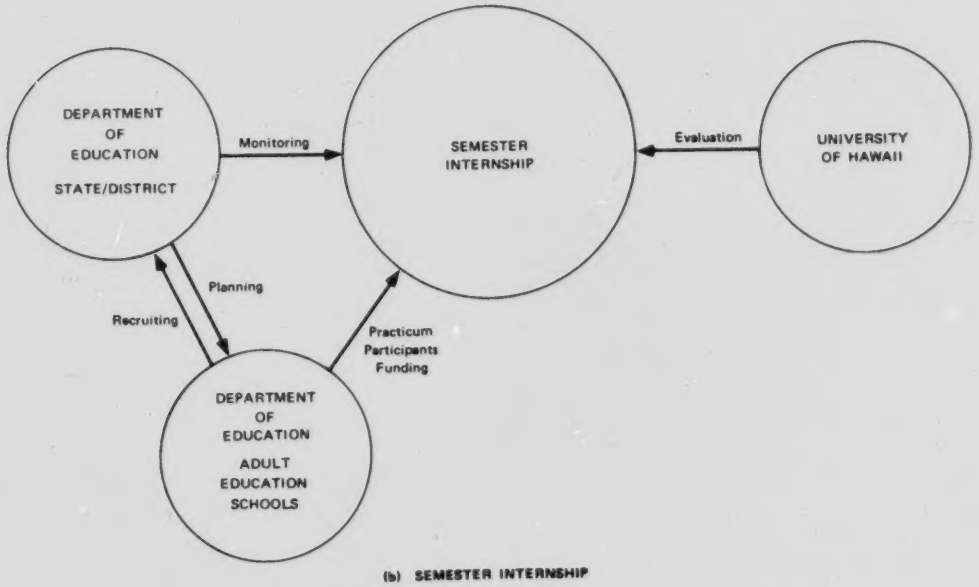
Resources and Linkages

Figure C-1 is a diagram of the available resources and their interconnections.

BEST COPY AVAILABLE



(a) SUMMER INSTITUTES



(b) SEMESTER INTERNSHIP

FIGURE C-1 RESOURCES AND LINKAGES—A MODEL

Staff Development Needs

Advanced or Graduate Programs in Adult Education

Opportunities to pursue graduate study in adult education need to be provided for Hawaii's full and part-time professional staffs to supplement their previous training in elementary and secondary education. One suggestion is to establish graduate programs in three or four areas with all the states in the region participating. The potential target group from the state includes about 25 full-time and over 800 part-time personnel involved in adult education. Some major areas of training needs are:

- Counseling adults
- Administration and supervision
- Curriculum development.

Training Paraprofessionals (Teachers' Aides)

While paraprofessionals are not now used in Hawaii's AE program, the need exists, especially in ABE programs dealing with recent immigrants from foreign countries. Additional funds would be needed to employ them. At least 50 teachers' aides can be used in ABE classes throughout the state. The training program for paraprofessionals may be patterned after Component X of the Plan.

A major gap that would be filled by this plan is the implementation of a systematic training program for adult education personnel that is linked on a long term basis with teacher training institutions locally and nationally. The plan is intended to broaden the base for training opportunities for adult education personnel at all levels.

Staff Development Priorities

Because of limited funds, the original Staff Development Plan is revised to reflect priorities that include Components A, B, and C. Further adjustments within the three components may be necessary as final allocations are made. Staff development needs unmet by state allocations for Components A, B, and C are described in the Annex to this state plan.

BEST COPY AVAILABLE

Plan for Staff Development

Figure C-2 shows a plan for staff development and the plan's associated components.

Component A

Figure C-3 is a diagram of Component A of the Staff Development Model.

Rationale

Administrators and supervisors who are charged with implementing adult education instructional and support services are often handicapped by the paucity of long-range master plans and descriptions of specific outcomes expected at the end of a given period of time.

This component is aimed at assisting such administrators and others whose major duties include the planning, budgeting, supervising, and evaluating of programs. The training program for the first year will attempt to develop a "Master Plan for Adult Education for the Seventies"

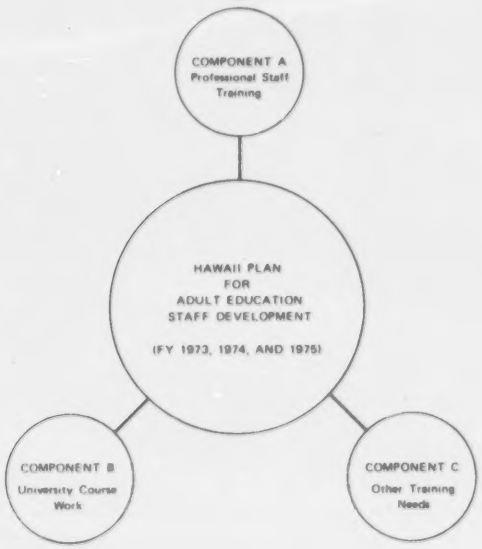
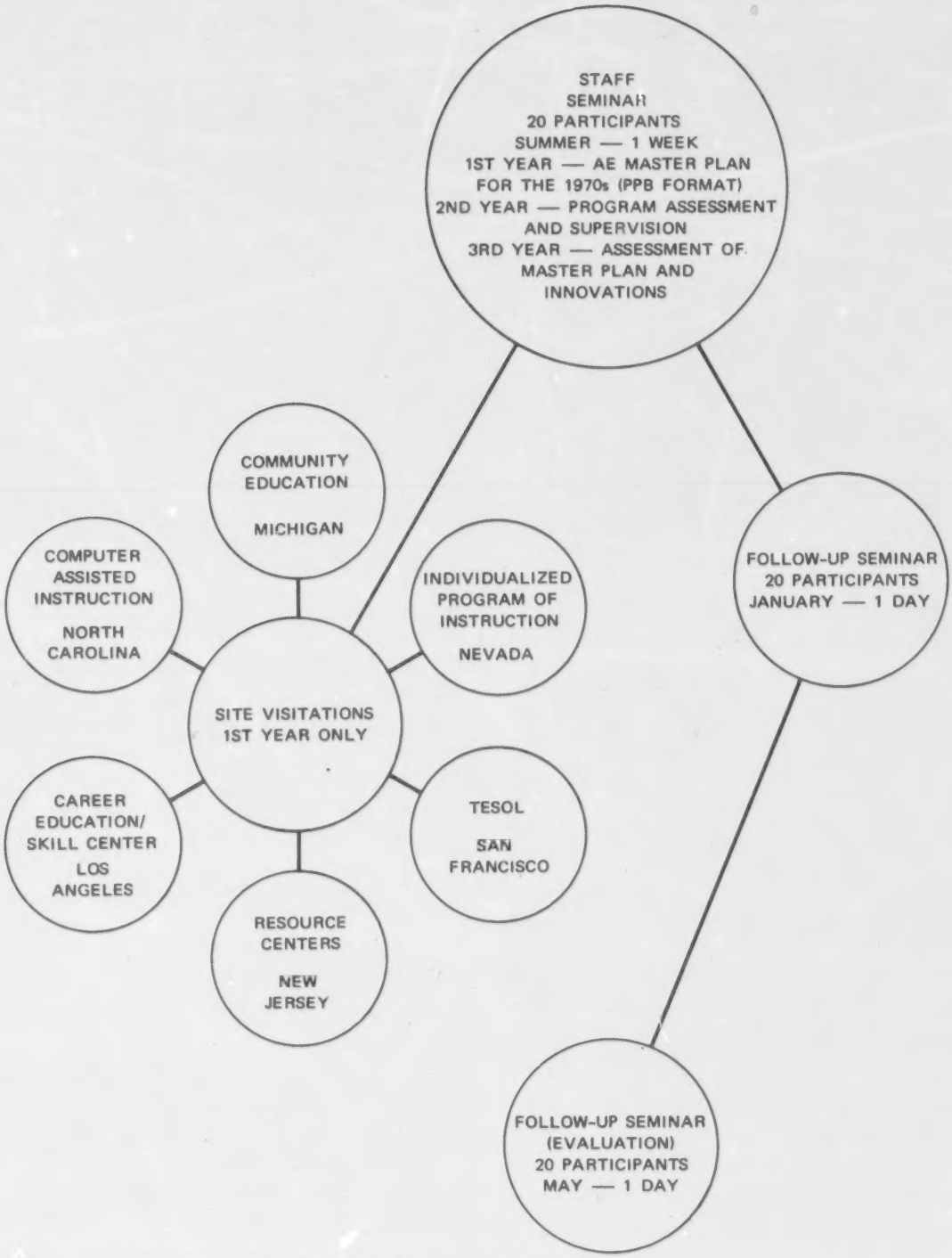


FIGURE C-2 HAWAII PLAN FOR ADULT EDUCATION STAFF DEVELOPMENT

BEST COPY AVAILABLE



NOTE: Cycle to repeat for three years, except for site visitation.

FIGURE C-3 COMPONENT A—STAFF DEVELOPMENT MODEL

in program planning and budgeting system (PPBS) format. This coincides with the State of Hawaii's intention to convert all departments to the PPB system. To avoid duplications and the tendency to "constantly reinvent the wheel," a plan to research, visit, and adopt some of the successful features of innovative programs throughout the country will be incorporated as a major source of input for the Master Plan.

The second year plan will be directed toward implementing parts or all of the Master Plan and the further developing of the Master Plan, especially in the areas of program supervision and assessment.

The third year will be devoted to the evaluation and general refinement of the Master Plan with special emphasis on innovative programs and approaches.

Objectives

The training program for this component is intended to:

- Help the participants formulate, develop, and implement an AE Master Plan for the 1970s.
- Provide orientation, knowledge, and experience in developing a PPB system.
- Analyze and adopt innovative practices that will continually provide the best possible instruction.

Nature of Training--A one-week general seminar during the summer for 20 participants (adult school administrators and supervisors) plus two one-day seminars during the school year will provide the basis for the dissemination and interchange of information and the development of a master plan. The site visitations will provide data for analysis and a catalyst for innovative approaches and plans. The on-going seminars are intended as follow-ups and means of evaluating and modifying the Master Plan.

Resources and Linkages--Other agencies will be utilized for their expertise in PPB planning. Communication and coordination will also be established with various programs in other states for maximum input into the Master Plan.

BEST COPY AVAILABLE

Evaluation

The evaluation of Component A will be based on the extent that its objectives (Figure C-3) are met as measured by the following:

- The development of a master plan document for adult education in the 1970s.
- The number of innovative methods and programs that are planned and adopted.

Projected Budget

The projected budget for Component A is presented in Table C-1.

Component B

Figure C-4 is a diagram of Component B of the Staff Development Model.

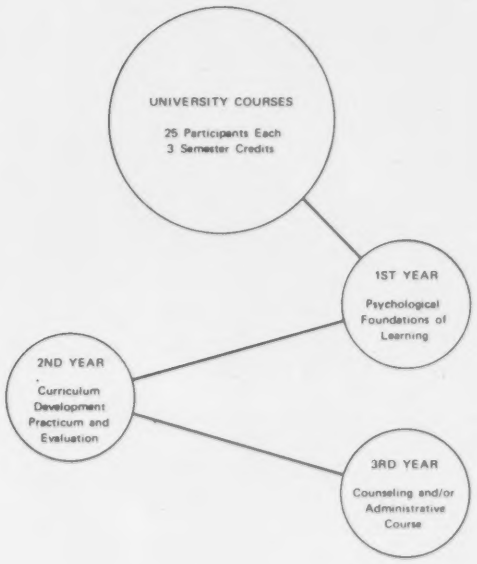


FIGURE C-4 COMPONENT B—UNIVERSITY COURSE WORK

BEST COPY AVAILABLE

Table C-1

PROJECTED BUDGET: COMPONENT A

General seminar--one week--twenty participants (16 Oahu, 4 neighbor island)	
Stipend at $75 per week for one week	$ 75
Dependent's allowance (limit = 2 × $15 per week)	30
Subtotal	$ 105
Subtotal for 20 participants (20 × 105)	2,100
Neighbor island travel allowance for four	180
Consultants	500
Supplies	50
Subtotal	$ 730
Total costs (2,100 + 730)	$ 2,830
Three years' cost (3 × 2,830)	$ 8,490
On site visitations (second year only)	
Computer assisted instruction, North Carolina	
Air fare	$ 500
Per diem (5 days at $30)	150
Subtotal	$ 650
Community education, Michigan	
Air fare	$ 400
Per diem (5 days at $30)	150
Subtotal	$ 550
Individually prescribed instruction, Nevada	
Air fare	$ 275
Per diem (5 days at $30)	150
Subtotal	$ 425
TESOL centers, San Francisco	
Air fare	$ 200
Per diem (5 days at $30)	150
Subtotal	$ 350
Resource Center, New Jersey	
Air fare	$ 500
Per diem (5 days at $30)	150
Subtotal	$ 650
Career Education Skill Center, Los Angeles	
Air fare	$ 200
Per diem (5 days at $30)	150
Subtotal	$ 350
Total	$ 2,975
On-going seminars	
Mid-term (January); twenty participants (16 Oahu, 4 neighbor island)	
Air travel, 4 neighbor island participants	$ 180
Per diem for neighbor island participants (4 × $30)	120
Use of facilities, meals (20 × $10)	200
Subtotal	$ 500
End of term evaluation seminar (May)	
Expenditures similar to those above	$ 500
Total	$ 1,000
Three years' cost (3 × $1,000)	$ 3,000
Recapitulation	
General seminar	$ 8,490
On-site visitations	2,975
On-going seminars	3,000
Component A Total	$14,465

Rationale

Some severe limitations are placed on Hawaii's teachers who wish to pursue adult education teaching as a career because of the "moonlighting" nature of their work. The relatively small number of teachers is also a handicap. Another problem is the geographic isolation of Hawaii, which makes out-of-state university course work impractical. Yet, many adult education teachers need various kinds of intensive University course work for such purposes as certification, pay increments, course area specialization, and general improvement. Hopefully, the proposed Component B could be the beginning of a new local program of study at both the undergraduate and graduate levels. For the reasons cited above "seed money" is needed to initiate and generate course work at the local university level.

Objectives

This aspect of the three-year staff development plan calls for offering:

- A curriculum development practicum course for three semester credit hours for at least 25 participants.
- A psychological foundations of learning course for three semester credit hours for at least 25 participants.

Nature of Training--The university credit courses will be offered in cooperation with one of the local colleges or the University. Specific courses in the general areas listed will be offered each year depending on the needs of the program.

Linkages and Coordination--The courses will be offered through the auspices of a local university or college. The best possible instructor should be employed locally or from out-of-state colleges.

Evaluation

The evaluation of Component B will be based on the following measures of effectiveness:

(1) The number of participants receiving training in the three practicums (a minimum of 25 participants each is acceptable).

(2) The proportion of participants who satisfactorily complete the seminars (85 percent) is excellent.

(3) The extent to which the training results in program improvements during the three-year period as measured by:

- Improved lesson planning (principal's evaluation)
- Increased holding power
- Improved counseling and administrative practices (principal's evaluation).

Projected Budget

The projected budget for Component B is presented in Table C-2. No expenses are anticipated for Component B during the first year of the Staff Development Plan.

Table C-2

PROJECTED BUDGET: COMPONENT B

Second year--psychological foundations (3 credit hours, 25 participants)	
Instructor	$ 1,500
Travel air fare	250
Supplies and stamps	150
Promotion, flyers, and phone calls	100
Subtotal	$ 2,000
Third year--curriculum development practicum	
Expenses similar to those above	$ 2,000
Component B Total	$ 4,000

Component C

Figure C-5 is a diagram of Component C of the Staff Development Model.

BEST COPY AVAILABLE

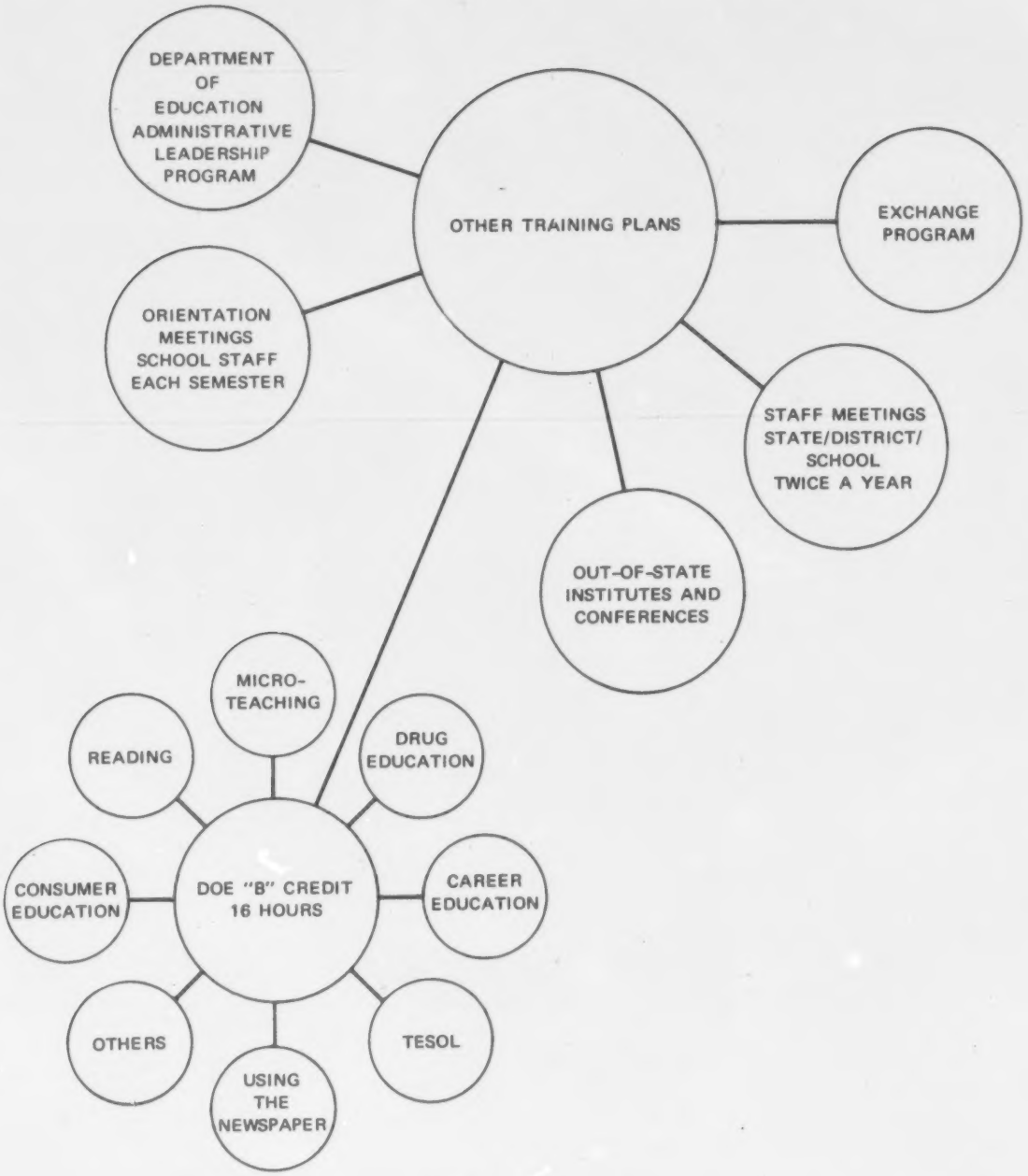


FIGURE C-5 COMPONENT C—OTHER TRAINING PLANS

Rationale

In addition to the types of training proposed in the first three components, a need still exists for short-term and less formal types of training. These include the Department of Education's inservice "B" credit workshops (which are generally of 16 hours duration), orientation sessions conducted by school administrators on a need basis, and state/district/school staff meetings usually held at least twice a year.

Another type of training needed is to strengthen linkages with other agencies and programs. These may be categorized broadly as: institutes and conferences sponsored by out-of-state agencies, exchange programs, and the Department of Education's administrative/leadership programs.

Nature of Training

DOE "B: Credit Workshops--The following types of workshops are projected for the next three years. One workshop is anticipated the first year, and two workshops in each of the next two years. The subject area and curriculum are to be tentatively determined on a need basis:

1st Year--Reading Workshop

2nd Year--Career Education
TESOL

3rd Year--Consumer Education
Drug Education

Orientation Sessions for School Staff--These sessions are usually conducted for new teachers or when new methods, procedures, or techniques are to be disseminated. Sessions may be held for individuals or in small groups.

State/District/School Staff Meetings--These one or two day sessions conducted at least twice a year are intended (1) to discuss program operational concerns and new procedures and (2) as a vehicle to stimulate the interchange of ideas.

Out-of-State Institutes and Conferences--The nature of training, objectives, location, and duration are subject to the project specifications of the sponsoring agency.

Exchange Program--Attempts will be made to establish some form of exchange program either within the state or with personnel from other states. Such efforts will be coordinated with the existing plan of the Personnel Office, Department of Education, and the cooperating agency.

DOE Administrative/Leadership Programs--Leadership development for incumbent adult education administrators and potential leaders will be coordinated closely with the Career Management Branch of the Department of Education.

Objectives

The objectives of Component C are:

- DOE "B" credit workshops

  Provide opportunities for AE personnel to develop new insights and specialized skills as the needs arise and on a short-term basis.

- Orientation sessions

  Provide orientation for AE teachers to minimize confusion, conflicts, and other deterrents to good instruction.

- State/district/school staffs

  Facilitate the smooth operation of the AE program and encourage growth and improvement in all aspects of managing the program.

- Exchange program

  Provide opportunities and exposure for varied experiences in adult education.

  Encourage the adoption of new programs and practices gained through the exchange program.

- DOE administrative/leadership program

  Assure the continual training of present adult education administrators and establish a reservoir of well qualified potential leaders.

- Out-of-state institutes and conferences

  Provide teachers and staff with opportunities for professional improvement not available locally.

Resources and Linkages

Linkages with agencies and individuals will be established as needed as parts of Component C become operational.

Evaluation

The following general measures of effectiveness will be used for Component C:

- "B" credit workshops

  The number participating and completing the workshops (at least 25 per workshop).

  Evidence of improved instruction based on principal's evaluation.

- Orientation sessions

  Evidence of adjustment to teaching adults based on principal's evaluation and teacher's comments.

- State/district/school staff meetings

  Extent to which the objectives of the meetings were met as indicated by the participants.

- Exchange program

  The positive effects of the exchange program, especially in terms of improvements in program methods and procedures.

- Administrative/leadership program

  The number of leaders trained in an assortment of programs (at least three per year) and the values gained through participation as expressed by the participants and their supervisors.

- Out-of-state institutes and conferences

  The number of personnel participating and the impact of such involvement, as indicated by the participants and their supervisors.

Projected Budget

The projected budget for Component C is presented in Table C-3.

Table C-3

PROJECTED BUDGET: COMPONENT C

DOE "B" credit--first year--one 16-hour workshop	
Consultants	$ 200
Supplies	25
Promotion	25
Stipends for 25 participants for 16 hours each at $7.50 per hour (25 × 16 × $7.50)	3,000
Subtotal	$ 3,250
Subtotal for three years--5 workshops (5 × $3,250)	$16,250
State/district/school staff meetings--first year--2-day sessions	
Four neighbor island participants travel	$ 180
Four per diems at $30 per day	240
Meals and use of hotel facilities--25 participants at $10 per day	250
Subtotal	$ 670
Subtotal for three years (3 × $670)	$ 2,010
Component C total	$21,510

School Staff Orientation--No significant expenditures are anticipated.

Out-of-State Institutes and Conferences--Expenditure of "local" funds (state and federal) is not anticipated.

DOE Administrative/Leadership Program--No significant expenditures are anticipated.

Exchange Program--No significant expenditures are anticipated.

Overall Staff Development Budget

	FY 1973	FY 1974	FY 1975	Total
Component A (professional staff training)	$ 3,830	$ 6,805	$ 3,830	$14,465
Component B (university course work)	--	2,000	2,000	4,000
Component C (other training needs)	3,920	7,170	7,170	18,260
Other ABE staff development activities	500	525	3,500	4,525
Total expenditure by Hawaii for ABE staff development	$ 8,250	$16,500	$16,500	$41,250

Annex to Appendix C

UNMET NEEDS--COMPONENT X

Annex to Appendix C

UNMET NEEDS--COMPONENT X

Introduction

Component X details staff development needs that are unmet according to the current budget estimates. Figure C-6 is a diagram of the teacher training aspects of Component X.

Rationale

Since adult education teachers in Hawaii are employed on a part-time basis, every effort should be made to provide them with not only the best possible training, but also some system of follow-up and the opportunity to apply their experiences and knowledge acquired in training.

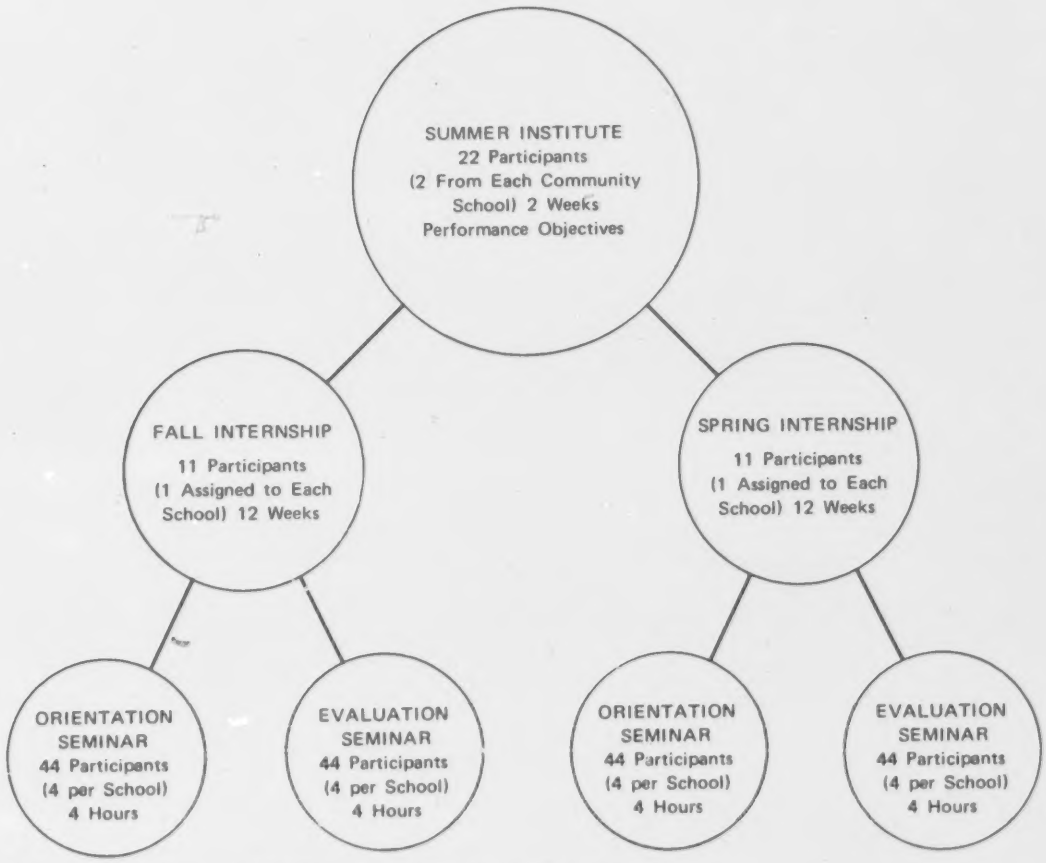
This core of learning experiences during the institute and the internship will be centered on developing measurable outcomes of instruction and the performance levels of adults. The internship plan in this component is intended to facilitate such applications in a practicum situation. A time lapse feature from learning to application and the provision for a longer duration of practice (at least one semester) should be helpful in formulating objectives and improving a sound foundation of instruction. Opportunities will also be provided for the intern to be a resource for other adult education teachers in his school. Approximately four teachers in each school, along with the intern, will form the nucleus and mechanism for school staff involvement.

Objectives

Given two weeks training, the participants are expected to

- Formulate a set of performance objectives for a semester of instruction.

BEST COPY AVAILABLE



NOTE: Cycle to be repeated for three years (FY 1974, 1975, and 1976).

FIGURE C-6 COMPONENT X—STAFF DEVELOPMENT MODEL: TEACHER TRAINING

Given a semester of internship, the participants are expected to

- Apply and evaluate the above set of performance objectives during a semester of practicum teaching.
- Assist other teachers in developing, applying, and evaluating their objectives.

Nature of Training

The two-week summer institute will focus on providing instruction and experience for 22 participants (two from each adult school) in developing performance objectives for a semester's instruction in an adult education class. The semester's internship following the institute will test the validity and applicability of the objectives. Each of the participants is expected to teach an adult education class in a practicum situation following the summer institute. During the semester's internship, an intern will also be assigned approximately four other teachers on the staff; he will aid them in planning, developing, and implementing performance objectives.

The coordination and supervision of the interns will be provided by the principal and the intern coordinator.

Resources and Coordination

Linkages with other programs is expected to be established in such areas as use of facilities, consultative services and other operational needs. Detailed planning, and the submission and implementation of the proposal will involve other professional staff members, including some from the University and colleges.

Evaluation

The evaluation of the training will be based on the degree to which the objectives are achieved as measured by the following indices of effectiveness:

- The formulation of at least six performance objectives that are relevant and applicable, including the specification of the kinds of behavior desired and the conditions under which they are expected to occur.

- The accomplishment of at least 50 percent of objectives implemented by the intern and participating teachers.

Projected Budget

The projected budget for Component X is presented in Table C-4.

Table C-4

PROJECTED BUDGET: COMPONENT X

BEST COPY AVAILABLE

Summer institute--two weeks--22 participants	
Institute director (two 40-hour weeks at $10 per hour)	$ 800
Staff, including clerical	400
Consultants	1,000
Supplies, stamps, printing, and the like	300
Subtotal	$ 2,500
Stipend at $75 per week for two weeks	$ 150
Dependent's allowance (limit = 2 × $15 per week)	60
Subtotal	$ 210
Subtotal for 22 participants (22 × $210)	$ 4,620
Air fare for eight neighbor island participants	380
Subtotal	$ 5,000
Subtotal for summer institute	$ 7,500
Semester internship--Fall and Spring semesters	
Coordinator (80 hours at $10 per hour)	$ 800
Interisland travel air fare	180
Four days per diem at $30	120
Mileage	50
Subtotal	$ 1,150
Intern participants (assume 11 interns and eight hours per week minimum teaching and practicum plus eight hours per week in seminars and curriculum development for 12 weeks at $7.50 per hour). 11 × (8 + 8) × 12 × $7.50 =	15,840
Teacher participants (assume 11 schools, four teachers per school at $7.50 per hour for 16 hours). 11 × 4 × $7.50 × 16 =	5,280
Subtotal for semester internship	$ 22,270
Total projected budget	
Two semesters at $22,270	$ 44,540
Summer institute cost	7,500
Annual cost	$ 52,040
Three years' cost (3 × $52,040)	$156,120

Appendix D

STAFF DEVELOPMENT PLAN: NEVADA

Appendix D

STAFF DEVELOPMENT PLAN: NEVADA

Introduction

The Nevada State Department of Education, Vocational-Technical and Adult Branch, will serve as the coordinating agency for staff development activities within the State of Nevada from Fiscal Year 1972-73 through Fiscal Year 1974-75. The Nevada State Department of Education believes that education of the adult is as great a necessity and responsibility as education of the pre-adult. Adult education should therefore become an integral part of each school system in the state. Through our ABE (Adult Basic Education) program we desire to raise the educational level of the undereducated in our state, to increase the opportunity for those people to become more productive through better employment and education, to raise the state's economic status, and to assist adults to meet their responsibilities in the community and society.

The resources of the State Department of Education will be utilized in developing statewide programs in ABE staff development. The Department of Education will perform an administrative and liaison function for the development and implementation of the statewide staff development program. The State Department will also serve as the liaison between the regional educational agency designated for staff development activities in Region IX, the universities engaged in ABE staff development in Region IX, and the Nevada local educational agency staff.

ABE programs in Nevada are in most cases administered through local county school districts. The Nevada Community College System is currently administering one ABE project in Elko Community College, Elko, Nevada. Of the seventeen counties in Nevada, only eight are participating in adult basic education for the uneducated and undereducated. In FY 1972 the local educational agencies submitting ABE project proposals had 116,651 adults twenty-five years and over who are considered undereducated or uneducated. The following information represents adult educational levels, percentage of adults represented in each educational level and the number of adults represented in each educational level:

Educational Level	Percentage of Adults in Each Educational Level	The Number of Adults in Each Educational Level
0	1.1%	3,482
Less than 8th grade	13.7	43,429
Less than 12th grade	22.0	69,740

Needs for Staff Development

ABE staff development needs for Nevada are determined by ABE goals, objectives, and subject matter areas identified for the adult basic education learner. ABE must provide and build on literacy and learning skills of reading, writing, computation, effective communication, and skills of critical thinking. Also, educational agencies must provide for adult competencies and opportunities for adults to acquire knowledge and skills that will allow them to become comptent workers, parents, consumers, managers of resources, and responsible citizens. The staff development needs in ABE from 1972-75 can be categorized as follows:

- Administrative staff--knowledge of ABE administrative procedures, ABE program planning and evaluation criteria, techniques and systems.
- Innovative approaches to ABE instruction--creating learning environments and instructional strategies.
- Diagnosing ABE student needs, wants, interests, and abilities; identification and prescription of student behaviors in ESL-ABE based on needs assessment data.
- Group dynamics--relationship of the group process to accomplishing objectives in adult basic education.
- Selection and evaluation of relevant ABE curriculum materials.
- Development and utilization of community resources in achieving ABE goals and objectives for students.

- Basic principles of learning.
- Adult psychology in learning.
- Knowledge of career education and its relationship to adult basic education.
- Awareness of the scope of Adult Basic Education versus awareness of the scope of Adult Education.
- Counseling techniques.
- Value of training and professional growth.

The resources available for implementing a statewide ABE staff development plan will include two sources: (1) local educational agency human resources and (2) human and financial resources, Nevada State Department. Local education agencies have administered an ABE program in Nevada since 1964 (Economic Opportunity Act); however, they have never participated in direct cash contributions in ABE programs. Therefore, the only resource that can be utilized through the efforts of local educational agencies are those relating directly to staff. Financial resources will depend on the State Education Agency and its receipt of federal and state funds for the purpose of ABE programming.

The State Department of Education, Vocational-Technical and Adult Branch, has the responsibility for adult education in the state. This branch of the State Department of Education has one professional Adult Educator who is responsible for the total administrative responsibilities of adult education. The financial and state staff resources that can be allocated for staff development activities are somewhat limited. The limitation is based on priorities set by the State Department of Education for the use of ABE funds and sufficient staff time to accomplish staff development activities. The one staff member serving all of Adult Basic Education in the state will be able to utilize approximately five to ten percent of the available allocated time during any fiscal year toward the end of staff development in the state.

Objectives

The State Department of Education staff is of the opinion that in order for ABE programs to be properly and systematically developed to meet the wants and needs of the ABE-ESL student, a quality group of professionals must be available to provide leadership for this effort. The ABE staff

development plan for the next three fiscal years will be a way to reasonably assure that minimum competencies, skills, knowledge, and attitudes will be developed in relation to the following broad objectives:

- Develop an inservice cadre of ABE staff that will be competent and can be used for future teacher training activities in Nevada.
- Develop a system whereby adult education supervisors and administrators have the capability to plan and evaluate ABE local education programs.
- Develop an awareness in the ABE staff of the need of incorporating the social living skills and career skills necessary to the development of the total curriculum for ABE students.
- Develop skills in the utilization of identified community and individual needs.
- Upgrade the quality and quantity of skills necessary for effective supervision, teaching, and supportive services required to deliver relevant programs to the ABE learner.

Specific Staff Development Objectives: FY 1973 Through 1975

Objective No. 1

The ABE Supervisor will develop and administer a four day inservice training workshop in program planning and implementation for administrators/coordinators of local educational agencies--March 1972.

The ABE Supervisor will monitor, assess, and evaluate the progress and effectivenss of each local educational agency's management on two occasions during FY 1973. The assessment of valuation will include: (1) LEA program objectives completed, deleted, revised, and so on; (2) specific objectives and activities and their effectiveness in terms of identifying the target population, community planning, recruitment, referral and promotion, guidance and counseling, the education process, providing for further training opportunities for ABE students, and inservice and preservice training at the LEA level.

The ABE Supervisor will plan and administer a two day ABE inservice workshop for administrators/coordinators to discuss the ongoing assessment and evaluation of the LEA management by objective systems and to discuss program planning for FY 1974. The inservice training activity will take place during March 1973.

Table D-1 lists the significant aspects of Objective No. 1.

Table D-1

OBJECTIVE NO. 1

Purpose, skills, knowledge, and attitude	Program planning, program evaluation, and program management systems
Activity of training	(1) Monitoring and assessing the LEA program management systems, planning documents and evaluation designs developed in FY 1972 for revision or continuation of the management system utilized in FY 1972. (2) Inservice training workshop for administrators/coordinators to plan programs and evaluate processes that took place in FY 1972-73.
Method of training	Monitoring, assessing, an evaluating the March 1972 administrator/coordinator workshop. Seminar--inservice training workshop.
Place and time of training	Statewide or regional Begins November 1972 - ends September 1973
Staff and number of staff to be trained	Administrators/coordinators Number of staff to be trained: 20
Cost of training	(1) $3,386 (2) 800 Total $4,186

Objective No. 2

The ABE Supervisor will acquire trained staff, implement the ILA (Individualized Learning for Adult) system ABE program, and assist the following local educational agencies: Nevada State Prison, White Pine County, Washoe County, Churchill County, Carson City School District, Elko Community College, and the Rehabilitation ABE Learning Center, Reno, Nevada. Table D-2 lists the significant aspects of Objective No. 2.

Table D-2

OBJECTIVE NO. 2

Purpose, skills, knowledge, and attitude	Inservice training workshop in utilization of the ILA curriculum materials
Activity of training	A study of the management, methods, and use of the individualized learning curriculum for adults to be used by all staff members in specific local educational agencies
Method of training	Preservice (seminar)
Place and time of training	Reno, Nevada August 2, 3, and 4, 1972
Staff and number of staff to be trained	Administrators, teachers, paraprofessionals Number of staff to be trained: 27
Cost of training	$1,200

Other Objectives

Additional objectives are described in Tables D-3 to D-7. These objectives are numbered in order of priority, beginning with No. 3 since Objectives No. 1 and No. 2 are already underway.

Table D-3

OBJECTIVE NO. 3

Purpose, skills, knowledge, and attitude	Development and selection of curriculum according to needs identified through diagnostic information data (individualization of instruction)
Activity of training	Developing mechanisms within ABE programs for (1) translating needs into instructional objectives, (2) selecting activities to accomplish objectives--learning environments and learning strategies, (3) selecting resources for carrying out activites, and (4) evaluating instructional units and student growth.
Method of training	Preservice and inservice workshops
Place and time of training	Statewide or regional FY 1974
Staff and number of staff to be trained	Trained ABE teachers and selected paraprofessionals Number of staff to be trained: 18
Cost of training	$2,200

Table D-4

OBJECTIVE NO. 4

Purpose, skills, knowledge, and attitude	Developing skills and knowledge in identifying and selecting the behavior important in teaching reading to adults.
Activity of training	Selection of appropriate areas in reading curriculum; evaluating materials relevant to the areas of reading and intended behaviors; piloting reading programs based on selected areas of instruction and intended behaviors appropriate to identified ares of reading instruction.
Method of training	Workshop
Place and time of training	Statewide or regional FY 1974
Staff and number of staff to be trained	ABE teachers, para-professionals, and counselors Number of staff to be trained: 20
Cost of training	$3,186

Table D-5

OBJECTIVE NO. 5
(Target Population: Teachers, Counselors, and Paraprofessionals)

Purpose, skills, knowledge, and attitude	Diagnosing and assessing the wants, needs, interests, and aptitudes of each ABE student and the proper placement of students based on assessment and diagnostic results.
Activity of training	Diagnostic tools to be used in adult basic education to get desired results in achievement, aptitude, interest, needs, wants. Introduction to practices with formal means of diagnosing. Decision-making based on the data from diagnostic sessions. Placement based on diagnostic information.
Method of Training	Preservice and inservice workshops
Place and time of training	Statewide or regional FY 1975 Three day inservice or three day summer workshop
Staff and number of staff to be trained	Teachers, administrators, and para-professionals Number of staff to be trained: 40
Cost of training	$2,500

Table D-6

OBJECTIVE NO. 6

Purpose, skills, knowledge, and attitude	Identification and utilization of community resources to aid in the instruction of adult basic education
Activity of training	How to identify resources in communities. What are the resources that are important to the objectives of adult basic education? Who will identify resources? How will resources be utilized? How will students benefit from resources identified?
Method of training	Inservice workshop
Place and time of training	Statewide or regional FY 1975
Staff and number of staff to be trained	Administrators/coordinators, selected teachers, and counselors. Number of staff to be trained: 12
Cost of training	$886

Table D-7

OBJECTIVE NO. 7

Purpose, skills, knowledge, and attitude	Career Education and its relationship to ABE
Activity of training	Selection and instruction and appropriate models of Career Education applicable to ABE; planning ABE through Career Education concepts; cooperating and coordinating ABE with existing Career Education Programs.
Method of training	Workshop
Place and time of training	Statewide or regional FY 1975
Staff and number of staff to be trained	Administrators/coordinators Number of staff to be trained: 10
Cost of training	$2,000

Unmet Needs

Objectives 8 through 11 are concerned with staff development activities that remain unmet because of lack of resources. These activities could be carried out on a regional basis. The objectives are listed in order of priority and are described in Tables D-8 to D-11.

Table D-8

OBJECTIVE NO. 8

Purpose, skills, knowledge, and attitude	Development of skills, attitude, knowledge. Development of behavioral objectives (cognitative and affective). Engliash as a second language. Instructional program for selected school districts in Nevada.
Activity of training	Selection of appropriate expected behaviors in beginning, intermediate, and advanced ESL. Process of identifying individual student completion of behaviors in a group setting; placement of students based on identification and selection of intended behaviors; evaluating behavior or accomplishment.
Method of training	Workshop (seminar)
Place and time of training	Statewide or regional FY 1973-1975
Staff and number of staff to be trained	ESL teachers and paraprofessionals Number of staff to be trained: 25
Cost of training	$4,000

Table D-9

OBJECTIVE NO. 9

Purpose, skills, knowledge, and attitude	Innovative approaches--exploration of innovative approaches to ABE programming
Activity of training	Exploration of existing innovative practices in ABE programs; educational process--strengthening the educational process through innovative approaches to student behaviors; selection of innovative approaches to classroom activities for use in ABE programs during the next fiscal year (after the workshop)
Method of training	Workshop
Place and time of training	Statewide or regional FY 1973-1975
Staff and number of staff to be trained	ABE teachers and selected paraprofessionals Number of staff to be trained: 30
Cost of training	$4,000

Table D-10

OBJECTIVE NO. 10

Purpose, skills, knowledge, and attitude	Staff development and understanding of the basic principles of adult learning and adult psychology of learning
Activity of training	In a seminar session for selected ABE staff (statewide), identify: the learning environment most conducive to adult learning, instructional strategies that potentially have the greatest impact toward motivation and learning, instructional strategy and its relationship to the theory of adult learning. Maximize instructional environment and strategies that can produce maximum learning for adults based upon the principles of learning and adult psychology of learning.
Method of training	Seminar
Place and time of training	Statewide or regional FY 1973-75
Staff and number of staff to be trained	Number of staff to be trained: 30
Cost of training	$800

Table D-11

OBJECTIVE NO. 11

Purpose, skills, knowledge and attitude	Ability to work with groups, or to lead groups (group dynamics)
Activity of training	Use of group activities in accomplishing ABE goals. Techniques in teaching reading to accomplish instructional objectives through the use of group activities. Evaluating group activities in relationship to expected behaviors and the value of group activities in ABE programming
Method of training	Seminar
Place and time of training	Statewide or regional
Staff and number of staff to be trained	Selected ABE teachers, counselors and paraprofessionals from throughout the state Number of staff to be trained: 20
Cost of training	$1,000

Regional Staff Development Concerns

Objectives 8 through 11 were written in response to the unmet ABE staff needs in Nevada.

The state and local education agencies will assure resources to provide regional or state preservice and inservice programs that respond to the objectives written. These set aside funds will either (1) support a regional effort that responds to our objectives or needs or (2) support statewide workshops (inservice, preservice, seminar, and the like) that respond to our objectives or needs.

Due to state and local educational agency staff constraints, we recommend that whenever possible we attempt to provide financial and staff support to regional activities for accomplishing the objectives set forth in this plan for FY 1973, 1974, and 1975.

The State Department of Education, Vocational-Technical and Adult Branch, can assure expenditures for staff development activities in FY 1974 and 1975 in an amount as great as our estimated staff development expenditures for FY 1973, which is $8,461.